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| Organisation name | The English Language Teaching Centre (ELTC), University of Sheffield |
| Inspection date   | 11–15 November 2019  |

| Section standards  |     |
|--|-----|
| <b>Management</b><br>The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.   | Met |
| <b>Premises and resources</b><br>The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.  | Met |
| <b>Teaching and learning</b><br>The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme. | Met |
| <b>Welfare and student services</b><br>The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.   | Met |
| <b>Safeguarding under 18s</b><br>There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.  | Met |

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W11 and S2 have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited the English Language Teaching Centre, University of Sheffield, in November 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

The large English language teaching department of this university offers courses in general, academic and professional English for adults (18+) and young people (17+), and for closed groups of adults (18+).

Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students, and leisure opportunities.

The inspection report stated that the organisation met the standards of the Scheme.

## Introduction

The English Language Teaching Centre (ELTC) is an autonomous department within Academic Services at the University of Sheffield. It provides full-time and part-time courses and support services throughout the year. It is currently undergoing a period of change which includes management restructuring (i.e. the recent creation of an executive board) in order to manage the significant increase in student numbers.

The university has a joint venture with a private pathway college, University of Sheffield International College (USIC), which offers foundation and pre-masters courses. The English component of these courses is taught at the college by ELTC staff; these were outside the scope of the inspection as the pathway college has a separate legal identity. However, students who need to do an English course before beginning a pathway course, some of whom are under 18, follow a preparatory course at ELTC. Two types of Pre-USIC course are run, one for those hoping to go on to postgraduate programmes at the university and one for those going on to undergraduate programmes. These students are enrolled at ELTC on a tuition-only basis.

The ELTC also provides support for students with specific learning differences, and offers a range of teacher training courses. These activities do not fall within the scope of the inspection.

Meetings were held with the following within ELTC: the director; the deputy director; the two directors of learning and teaching; ten assistant directors (ADs) and some assistant directors of studies (ADoSs); the marketing officer; the co-ordinators for study tours, technology enhanced learning, self-access, educational visits, and the lecture programme; the peer development scheme tutor; the acting administration manager; the acting office co-ordinator; the welfare manager; the accommodation officer; the activities co-ordinator; the PA to the director; two clerical assistants; the senior technical officer and an assistant technical officer.

Meetings were also held with the following university personnel: the executive director academic services; the land and property manager; the student registration team manager; a student registration officer; an admissions officer; the director of membership engagement and volunteering; the international officer; the student transitions and support manager; the social sport development officer; a librarian.

One inspector met the deputy director of USIC and the two managers of the homestay agency. He also visited a homestay and a residence.

Focus group meetings were held with four representative groups of teachers and ADoSs, and four groups of students.

The inspection took place over five days. In addition to the reporting inspector and co-inspector, two additional inspectors were deployed, one for four days and the other for four and a half days, mainly for the purpose of classroom observation. In total, 91 teachers were observed.

## Address of main site/head office

78 Hoyle Street, Sheffield S3 7LG

## Description of sites visited

The ELTC occupies a six-storey building on a main road a short distance from the main campus. On the ground floor there is a reception area and administration office, a café/common room and the activity co-ordinator's office. Other floors house classrooms (28 large and five one-to-one rooms in total), self-access/computer rooms, staff work rooms, offices and a meeting room. Some classrooms are divided by a partition that can be removed to make a larger space. There are toilets on every floor, including disabled toilets, and all floors are accessible by lift. During the academic year, most classes are held in the Hoyle Street premises, except for the Partners' courses which are held in meeting rooms in a central campus building, and the in-session classes held in subject department buildings. In summer, classes are held at the centre and in several additional locations on campus.

| Course profile   | Year round                          |                                     | Vacation only            |                          |
|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
|  | Run                                 | Seen                                | Run                      | Seen                     |
| General ELT for adults (18+)                               | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for adults (18+) and young people (16+)        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18)                         | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| English for academic purposes (excludes IELTS preparation) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|   |                                     |                                     |                          |                          |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| English for specific purposes (includes English for Executives) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teacher development (excludes award-bearing courses)            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| ESOL skills for life/for citizenship                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Other   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

### Comments

During the academic year, courses include full-time pre-sessional English; full-time general English (called University English); full-time business English (one group at the time of the inspection); part-time general English and examination preparation courses held in the evening; part-time courses for partners/spouses of Sheffield university students, in co-operation with the Students Union which provides a crèche. In addition, a total of 450 students were enrolled on full-time Pre-USIC courses at the time of the inspection.

Provision for students following other programmes within the university includes part-time in-sessional language courses and support: open-access (English Language Support); department-based, including support for doctoral students; a writing advisory service (one-to-one). There are also part-time credit-bearing courses for Erasmus and Study Abroad students. Courses for groups from overseas universities (closed, integrated, or partly integrated) are also run, though none were taking place at the time of the inspection.

During the summer, pre-sessional courses (four, six or ten weeks) and general English courses are run. Also, some in-sessional provision takes place: the departmental language programme and the writing advisory service.

### Management profile

The director of ELTC reports to the executive director, academic services. The director heads the recently formed ELTC executive board which includes the deputy director, two directors of teaching and learning, and the administration manager. Reporting to the board are currently ten ADs. They have responsibility for specific courses/programmes, or areas: technology enhanced learning; exams and assessment; teacher development. The ADs are assisted by ADoSs.

### Accommodation profile

ELTC provides accommodation through the university's accommodation office in university residences and in homestays arranged through a local provider. The take-up is relatively low; at the time of the inspection there was one student in residence and a total of 14 students in homestays.

### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the university's stated goals and values. Quality assurance systems are robust, and the publicity is clear and comprehensive. *Strategic and quality management, Staff management, Student administration, and Publicity* are areas of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable and professional environment for work and relaxation. An excellent range of learning resources is available, appropriate to the needs of the students. Good guidance is provided to staff and students on the use of these resources. *Learning resources* is an area of strength.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a very good professional profile (qualifications, experience and continuing professional development), appropriate to the context. Teachers receive excellent guidance to ensure that they support students effectively in their learning. Courses and programmes are well structured and effectively managed to provide the maximum benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management, and Teaching* are areas of strength.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. ELTC provides its students with a good level of pastoral care and is a safe and secure environment. It offers comfortable accommodation, which is well managed. The leisure programme is very varied and well resourced and managed. *Care of students and Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the centre and in the leisure activities and accommodation provided. There are clear and comprehensive safeguarding policies at centre and university level, but the designated person in the centre does not have specialist training.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

| Strategic and quality management   | Area of strength |
|--|------------------|
| M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.   | Met              |
| M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.   | Strength         |
| M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.  | Met              |
| M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.              | Met              |
| M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded. | Strength         |
| M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.   | Strength         |
| M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.                   | Strength         |

### Comments

M2 There are very clearly stated plans and objectives for the future of ELTC, in line with university strategy, in order to manage the expansion and development of the provision.

M5 The procedures for gaining meaningful feedback are robust. Student feedback on all aspects of the provision is regularly obtained via formal and more informal means, for example via online surveys and tutorials. Feedback is also solicited from partner institutions. Feedback summaries are disseminated to staff, and responses are given to students as appropriate.

M6 Staff feedback is regularly sought and valued in informing service improvement and development. End-of-course reports feed into the review cycle.

M7 There is ample evidence that all aspects of the provision undergo regular review. For example, each programme/service area conducts an annual reflection in order to assess performance, and to identify areas of success and required improvement.

| Staff management and development  | Area of strength |
|---|------------------|
| M8 The provider implements appropriate human resources policies, which are made known to staff.   | Strength         |
| M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.   | Met              |
| M10 There are effective procedures for the recruitment and selection of all staff.  | Met              |
| M11 There are effective induction procedures for all staff.   | Strength         |
| M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff. | Met              |
| M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.         | Strength         |

**Comments**

M8 There are excellent HR policies and procedures in place, which are very much appreciated by all categories of staff. They include opportunities for flexible working hours and paid time for professional development.

M11 Arrangements for induction for all staff are of a high standard. For example, in the summer teachers receive a week's paid induction.

M13 The provision for continuing professional development is outstanding. ELTC has a highly developed and well-resourced programme of development for all staff, managed by an AD for academic staff. Teachers have three teaching hours' remission per week for 'scholarship'.

| <b>Student administration</b>   | <b>Area of strength</b> |
|---|-------------------------|
| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.   | Strength                |
| M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.   | Strength                |
| M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.  | Met                     |
| M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff. | Met                     |
| M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.   | Met                     |
| M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.  | Strength                |
| M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.  | Met                     |
| M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.   | Met                     |

**Comments**

M14 The provision is of a high standard as evidenced by consistently good feedback from students and partners. On arrival, students have face-to-face individual meetings with a member of the registration staff.

M15 Comprehensive pre-course information is provided to students and their sponsors by dedicated ELTC staff. Excellent advice is available to students during their programme via fortnightly tutorials. Occasionally students are advised and enabled to change courses, for example from an English for academic purposes (EAP) to a general English course or vice-versa, depending on their level and progress.

M19 The policy on attendance is appropriate to age and circumstance and procedures rigorously followed. Those for under 18s are particularly robust. Attendance is recorded electronically for each class.

| <b>Publicity</b>   | <b>Area of strength</b> |
|--|-------------------------|
| M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Strength                |
| M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.  | Strength                |
| M24 Publicity gives clear, accurate and easy-to-find information on the courses.   | Strength                |
| M25 Publicity includes clear, accurate and easy-to-find information on costs.  | Met                     |
| M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.                    | Met                     |
| M27 Publicity gives an accurate description of any accommodation offered.  | Met                     |
| M28 Descriptions of staff qualifications are accurate.   | Met                     |
| M29 Claims to accreditation are in line with Scheme requirements.  | Met                     |

**Comments**

The main source of publicity is the website. ELTC has a special section on the University of Sheffield website, with links to university services where appropriate. Social media is also used.

M22 The information on the website is comprehensive, and it accurately conveys a picture of the provision at ELTC. There are clear descriptions and photographs; they are fully representative of students' experience.

M23 The website is very accessible both in terms of its content and language. The language of the website has been analysed to ensure that it only includes vocabulary accessible to non-advanced students.

M24 The information on course/programme content and progression routes is very clear, set out in such a way that key information is to the forefront, with more detailed information accessible when the screen for each course is scrolled down.

## Premises and resources

| Premises and facilities  | Met      |
|--|----------|
| P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.        | Met      |
| P2 Classrooms and other learning areas provide a suitable study environment.   | Met      |
| P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.   | Met      |
| P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.                         | Strength |
| P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.                                       | Met      |
| P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking. | Strength |

### Comments

P2 This criterion is met overall. However, classrooms divided by a partition are not sufficiently well sound-proofed.  
P3 This criterion is met overall. An effort has been made to reduce the numbers in the café/common room during break and lunch times by staggering timetables. However, students reported that the space can get very crowded.  
P4 The provision on site is good. The café provides hot and cold snacks/meals and drinks throughout the day, including breakfast. Special diets are catered for and the hot 'dish-of-the-day' is popular with students. There are water points on each floor.  
P6 The provision for staff is good. All staff have their own workstation with a computer and storage space. They can use the café, and there is a dedicated meeting room.

| Learning resources   | Area of strength |
|--|------------------|
| P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.  | Strength         |
| P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.  | Strength         |
| P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning. | Strength         |
| P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.   | Strength         |
| P11 Students receive guidance on the use of any resources provided for independent learning.   | Strength         |
| P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.  | Strength         |

### Comments

P7 The provision is excellent: there is a wide range of learning resources in paper and electronic format for classwork and independent learning. In-house coursebooks/workbooks are made available to EAP courses and students following a general English course are provided with an appropriate coursebook in addition to in-house produced materials/booklets. For example, an engaging project workbook was seen in use during the week of the inspection. Students also have access to the full range of the university's library resources.  
P8 The materials and resources available to teachers are of a high standard. There are banks of in-house produced materials, with guidance on their use for the different courses/programmes.  
P9 The provision for educational technology is of a very high standard. There are interactive whiteboards in every classroom. A team of specialist teachers prepares online materials for students and teachers and provides training in their use. A four-person team of technicians within ELTC provides excellent technical support.  
P10 The facilities to enable independent learning are very good; their use is integrated into programmes of learning. There are two computer rooms which can be accessed outside class time, one of which, the self-access centre, is staffed at set times. There is a good range of online resources for independent learning and teachers can set their own homework/preparation/follow-up tasks to be accessed online by students.

P11 The provision of guidance is very good: students have introductory sessions on using technology and there are simple guides online. Teachers provide guidance in the self-access centre and advice is given by class tutors in the regular one-to-one tutorials.

P12 There is evidence of constant review and development of student and teacher resources; planning is coordinated via the IT, technology enhanced learning, and teaching and learning teams and committees.

## Teaching and learning

| Academic staff profile  | Area of strength |
|---|------------------|
| T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications. | Met              |
| T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.  | Strength         |
| T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.              | Strength         |
| T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.                            | Strength         |

### Comments

T1 One teacher does not have a Level 6 qualification. A rationale was provided and accepted within the context of this inspection. He is TEFLI and has many years' experience at ELTC; he is currently teaching the business English course.

T2 One teacher does not have an ELT qualification. A rationale was provided and accepted within the context of this inspection. He has a first degree in English, an MA in Applied Linguistics and TESOL, and a post-graduate certificate in education (QTS). He is currently studying for a diploma in ELT. All other teachers are qualified for the courses they are teaching; all but two are TEFLQ. Many also have relevant MAs and a number have doctorates.

T3 The teaching team has an excellent range of experience in teaching general English and EAP. A number have experience and qualifications in other disciplines, such as music, business, science and engineering; this is particularly relevant in EAP programmes.

T4 ELTC has a very well-qualified and experienced senior academic management team (members of the executive board and the ADs): they are all TEFLQ; 14 have Masters' degrees in ELT-related subjects, three have doctorates. In addition, there are a number of well-qualified ADoSs.

| Academic management  | Area of strength |
|--|------------------|
| T5 Teachers are matched appropriately to courses.  | Strength         |
| T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.                         | Met              |
| T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.                              | Strength         |
| T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.                             | Met              |
| T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Strength         |
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.            | Met              |

### Comments

T5 Careful consideration of the qualifications, experience and subject knowledge of teachers informs decisions about deployment on specific courses/programmes. For example, teachers with particular disciplinary backgrounds support students in academic departments, and those with doctoral qualifications teach on the doctoral development programme.

T7 There are excellent cover arrangements in place. All teachers are timetabled for one cover period per week and ADoSs and co-ordinators for two. ADs can also cover if needed. Effective cover arrangements were seen in action during the inspection.

T9 There are very effective measures in place for teacher support. For all programmes there are ADoSs with a reduced timetable who provide day-to-day support to teachers, under the direction of the ADs. During the summer, when there are more inexperienced or new teachers, ADs are supported by a group of full-time team leaders.

Cross-centre co-ordinators are available to offer additional support.

| <b>Course design and implementation</b>  | <b>Area of strength</b> |
|--|-------------------------|
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.                                       | Strength                |
| T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.  | Strength                |
| T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.  | Strength                |
| T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills. | Strength                |
| T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.   | Strength                |
| T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.                          | Strength                |

### **Comments**

T11 Course design is of a high standard. There is a detailed syllabus for each course/programme, which is focused on learning outcomes and designed to meet the needs of the students in terms of the skills and subject knowledge required for their chosen pathway.

T12 Course designs for the different programmes are formally reviewed by the ADs, taking into account teacher and student feedback and, where appropriate, in collaboration with academics from university departments.

T13 Students have clear course outlines and detailed information about their course in paper format and online. Comprehensive information is provided about programme aims, learning outcomes, topics to be covered each week and assessment requirements.

T14 For full-time students, there are two day-long educational visits per term which are integrated into class work. They are well planned and resourced, with language preparation and follow-up.

T15 Study and learning skills are integral to the course design of all programmes: in pre-sessional courses, emphasis is put on the skills required to enable students to go on to further programmes at USIC or the university; in-sessional programmes focus on academic study, writing and presentation skills.

T16 There are excellent opportunities, built into the curriculum, for students to develop their language outside the classroom and to make the transition to university study. For example, in addition to the educational visits, there is a weekly lecture on a topic of general interest, given by academics in the university; the lectures are prepared for and followed up in class. Extensive use is also made of technology-enhanced learning to provide additional curriculum-linked activities.

| <b>Learner management</b>   | <b>Area of strength</b> |
|---|-------------------------|
| T17 There are effective procedures for the correct placement of students, appropriate to their level and age.                         | Strength                |
| T18 There are effective procedures for evaluating, monitoring and recording students' progress.                                       | Strength                |
| T19 Students are provided with learning support and enabled to change courses or classes where necessary.                             | Strength                |
| T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. | Met                     |
| T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.             | Met                     |
| T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.                           | Strength                |

### **Comments**

T17 Placement procedures are very thorough. They are appropriate to the type and length of course/module, with clear guidance for teaching staff conducting the tests.

T18 There are very effective procedures for evaluating and monitoring progress; these are discussed with the students during fortnightly tutorials. Records are kept electronically and are easily accessible, as appropriate.

T19 All students receive good learning support. Regular tutorials enable students to discuss their progress and any learning concerns. Additional help is provided by staff in the self-access centre. Occasionally, students are helped to change courses if it is considered to be in their interests.

T22 An excellent service is provided to students wishing to progress to UK higher education. Most of the students on the pre-sessional courses aim to join a degree programme either at the University of Sheffield or another higher education institution in the UK. Through the academic transition programme, ELTC organises visits to academic

departments so that students have the opportunity to meet departmental staff and ask questions about courses on offer.

### Classroom observation record

|                                |     |
|--------------------------------|-----|
| Number of teachers seen        | 91  |
| Number of observations         | 91  |
| Parts of programme(s) observed | All |

#### Comments

Some teachers who were scheduled to teach during the week of the inspection were not observed because of illness or because some of the one-to-one students did not attend.

| Teaching: classroom observation   | Area of strength |
|---|------------------|
| T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English. | Met              |
| T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.                                | Strength         |
| T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.  | Strength         |
| T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.   | Met              |
| T27 Teachers promote learning by the effective management of the classroom environment and resources.   | Strength         |
| T28 Students receive appropriate and timely feedback on their performance during the lesson.  | Met              |
| T29 Lessons include activities to evaluate whether learning is taking place.  | Met              |
| T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.  | Strength         |

#### Comments

T23 Teachers generally demonstrated a good understanding of grammatical and lexical systems, sometimes exemplified through response to student questions and, in sessions devoted to writing, through a range of comment on students' work and discussion of samples. In the best segments, teachers also exploited learner utterances to develop their linguistic resources: for example, by exploring near synonyms. There was less evidence of knowledge of phonological systems: for example, by use of phonemes, and systematic stress marking on vocabulary items.

T24 For all courses, relevant content was provided through syllabuses and schemes of work. There was highly relevant content in EAP classes, based on needs analyses, consultation with departments and negotiation with students.

T25 Lessons were carefully planned to provide a coherent and appropriately varied sequence of activities, often based on the excellent in-house materials or coursebooks. Learning objectives were made clear at the start of lessons and, in the better plans, a stage for student reflection on the outcomes was included. There were good links made to previous and to future work.

T26 There was a good range of techniques across the segments observed: for example, elicitation, nomination, mingling, reading circles, review and recapping. Illustration of meaning was often done well, using the interactive whiteboard, and concept checking was generally satisfactory. However, there was insufficient evidence of techniques for teaching pronunciation: of individual sounds but also, more importantly for many students, of prosodic features – intonation and projection.

T27 Most teachers made very competent use of a wide range of classroom materials, including online resources. Where coursebooks were used they were normally well mediated. At ELTC, the round tables lend themselves to good student-student interaction.

T28 Good feedback was provided on writing and on the use of lexico-grammatical structures in lessons where this was a focus. Teachers generally monitored well, and some prompted self-correction and peer feedback was observed. However, in many lessons insufficient attention was paid to students' pronunciation, either within the flow of the lesson or as a focus for group feedback.

T29 Evaluation of learning tended to take the form of review: checking answers to exercises and performance on tasks as evidence of competence. Occasional examples of students testing each other was observed. In a few of the better lessons, evaluation of learning outcomes - which might include student perceptions of learning gains, was included in the lesson plan.

T30 A positive and purposeful atmosphere was evident. Good rapport was established, even on first meeting in the case of the writing advisory teachers. Students were engaged during plenary activities and also when working in

pairs/groups or on individual tasks. There was good evidence of students' ability to work independently, without the close monitoring of the teacher.

### Classroom observation summary

The teaching observed met the requirements of the Scheme; it ranged from excellent to unsatisfactory, with the majority being good or better. Lessons were well planned, based on appropriate curriculum frameworks and taking the needs of the students into account. Appropriate techniques were employed, and a good range of resources were drawn on. However, more attention needs to be given to improving student pronunciation. Overall, teachers demonstrated the ability to engage students in worthwhile learning activities.

### Welfare and student services

| Care of students  | Area of strength |
|---|------------------|
| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.  | Strength         |
| W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.   | Met              |
| W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.  | Strength         |
| W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.   | Met              |
| W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.  | Met              |
| W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.  | Met              |
| W7 Students receive advice on relevant aspects of life in the UK.   | Strength         |
| W8 Students have access to adequate health care provision.  | Strength         |
| Comments  |                  |
| W1 Safety and security are well ensured by a variety of measures: for example, access control to buildings, clear safety information in all areas, frequent fire drills, regular fire alarm testing and comprehensive provision of fire wardens, door guards and first aiders.  |                  |
| W3 A very wide range of measures are undertaken to make students aware of pastoral care. Pre-arrival, they are sent a link to an online welfare induction. Welfare provision is included in the post-arrival induction and in the student handbook. Welfare drop-ins and one-to-one appointments are widely advertised in the centre and the use of integration mentors in the summer proved successful and will be rolled out across the centre. |                  |
| W7 Very full and pertinent information is made available to students.   |                  |
| W8 The university has its own full-service health centre to which full-time ELTC students have full access.   |                  |
| Accommodation (W9–W22 as applicable)  | Met              |
| <i>All accommodation</i>  |                  |
| W9 Students have a comfortable living environment throughout their stay.  | Strength         |
| W10 Arrangements for cleaning and laundry are satisfactory.   | Met              |
| W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.   | Not met          |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.   | Met              |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.   | Strength         |
| W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.  | Met              |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.  | Met              |

**Comments**

W9 The residential accommodation is of a high standard: bedrooms in the flats of 5–10 rooms are spacious and well equipped; over 90 per cent of the bedrooms have ensuite facilities; the kitchen/social area is large; and there is Wi-Fi access in all areas. The homestay house visited provides accommodation of a very high standard.

W11 No written fire risk assessments for homestays were available.

W13 There is a range of effective procedures for dealing with problems starting with the welfare officer. In the residences there are residential mentors whose role is to assist new residents with any issues that arise.

**Accommodation: homestay only**

W16 Homestay hosts accommodate no more than four students at one time.

Met

W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.

Met

W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.

Met

W19 English is the language of communication within the homestay home.

Met

W20 Hosts ensure that there is an adult available to receive students on first arrival.

Met

**Comments**

All criteria in this area are fully met.

**Accommodation: other**

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.

Met

W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.

N/a

**Comments**

The relevant criterion in this area is fully met.

**Leisure opportunities**

Area of strength

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.

Met

W24 The content of any leisure programme is appropriate to the age and interests of the students.

Strength

W25 Any leisure programmes are well organised and sufficiently resourced.

Strength

W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.

Strength

W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.

Met

**Comments**

W24 ELTC offers a very wide range of social, cultural and sporting opportunities. There is a weekly programme of events and trips, all of which can be booked online. Weekend day trips and occasional two-day trips are subsidised. There are over 300 societies within the student union as well as opportunities to volunteer. The university sports centre has a wide range of sports facilities. One very strong feature is the *Give it a go* programme, which allows for tasters in clubs and societies.

W25 There is a very active full-time ELTC activities co-ordinator who is supported by up to thirty assistants in the summer. All events and activities are carefully prepared and well resourced. Students are given information sheets for trips. Wet weather alternatives are available.

W26 Risk assessments are drawn up in relation to specific events and trips. The system is currently moving online, which makes regular updating of assessments even more straightforward. Risk factors taken into account include both the inherent dangers of the activity and the fact that participants are non-native speakers of English. This is reflected in supervision ratios.

## Safeguarding under 18s

|   |     |
|---|-----|
| <b>Safeguarding under 18s</b>   | Met |
| S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations. | Met |
| S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.  | Met |
| S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.   | Met |
| S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.  | Met |
| S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.  | Met |
| S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.  | Met |
| S7 There are suitable arrangements for the accommodation of students.   | Met |
| S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.   | Met |

### Comments

At the time of the inspection there were six 17-year-old students in ELTC. All were USIC students on a Pre-USIC course in the centre. USIC is responsible for the students as their Tier 4 sponsor and welfare staff from USIC visit ELTC regularly. As far as safeguarding is concerned, there is a joint level of care specified in the service level agreement between Study Group and the university which translates in practice into ELTC being responsible for raising and evaluating any concerns while Study Group is responsible for acting on them. Although ELTC does not currently have any under 18s on its courses, it does, exceptionally, accept them and as such is required to have provision for them.

S2 Although the ELTC designated safeguarding lead (DSL) does not have specialist training, the university's DSL, who does, is available if necessary.

### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

### Comments

D1 The items sampled were satisfactory.

### Organisation profile

| Inspection history                             | Dates/details |
|--|---------------|
| First inspection                               | 2004          |
| Last full inspection                           | August 2015   |
| Subsequent spot check (if applicable)          | N/a           |
| Subsequent supplementary check (if applicable) | N/a           |
| Subsequent interim visit (if applicable)       | N/a           |

|   |  |
|---|--|
| Current accreditation status                                      | Accredited   |
| Other related non-accredited activities (in brief) at this centre | Externally validated teacher training courses; specific learning differences tutorial provision. |
| Other related accredited schools/centres/affiliates               | N/a  |
| Other related non-accredited schools/centres/affiliates           | University of Sheffield International College  |

### State sector

|                                |            |
|--------------------------------|------------|
| Type of institution            | University |
| Other accreditation/inspection | BALEAP     |

### Premises profile

|  |  |
|--|--|
| Details of any additional sites in use at the time of the inspection but not visited | N/a  |
| Details of any additional sites not in use at the time of the inspection             | Additional university premises (on campus) used during the summer. |

### Student profile

|  | At inspection   | In peak week: August<br>(organisation's estimate)                   |
|--|---|---|
| <b>ELT/ESOL students (eligible courses)</b>          | At inspection   | In peak week  |
| Full-time ELT (15+ hours per week) 18 years and over | 551   | 3345  |
| Full-time ELT (15+ hours per week) aged 16–17 years  | 6   | 12  |
| Full-time ELT (15+ hours per week) aged under 16     | N/a   | N/a   |
| Part-time ELT aged 18 years and over                 | 2811  | 120   |
| Part-time ELT aged 16–17 years                       | N/a   | N/a   |
| Part-time ELT aged under 16 years                    | N/a   | N/a   |
| <b>Overall total ELT/ESOL students shown above</b>   | <b>3368</b>   | <b>3477</b>   |
| Junior programmes: advertised minimum age            | N/a   | N/a   |
| Junior programmes: advertised maximum age            | N/a   | N/a   |
| Junior programmes: predominant nationalities         | N/a   | N/a   |
| Adult programmes: advertised minimum age             | 17  | 17  |
| Adult programmes: typical age range                  | 17–44   | 17–56   |
| Adult programmes: typical length of stay             | More than half of the full-time students (320) stay 12 weeks<br>A quarter (180) stay 24 weeks | 1368 stayed 10 weeks<br>1480 stayed 6 weeks<br>586 stayed 3–4 weeks |
| Adult programmes: predominant nationalities          | Chinese, Saudi Arabian, South Korean, Japanese  | Chinese, Saudi Arabian, South Korean, Japanese                      |

### Staff profile

|  | At inspection               | In peak week<br>(organisation's estimate) |
|--|-----------------------------|---|
| Total number of teachers on eligible ELT courses   | 88                          | 211                                       |
| Number teaching ELT 20 hours and over a week   | 0                           |   |
| Number teaching ELT under 20 hours a week  | 88                          |   |
| Number of academic managers for eligible ELT courses   | 32 (includes ADoSs)         | 39  |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 28 at ELTC                  |   |
| Total number of support staff  | Additional university staff |   |

### Academic manager qualifications profile

| Profile at inspection  |                             |
|--|-----------------------------|
| Professional qualifications  | Number of academic managers |
| TEFLQ qualification  | 32                          |
| Academic managers without TEFLQ qualification or three years relevant experience | 0                           |

|   |    |
|---|----|
| Total   | 32 |
| Comments  |    |
| This total includes 18 ADOSs teaching/managing at the time of inspection. |    |

### Teacher qualifications profile

|  |                    |
|--|--------------------|
| Profile in week of inspection                        |                    |
| Professional qualifications                          | Number of teachers |
| TEFLQ qualification                                  | 85                 |
| TEFLI qualification                                  | 2                  |
| Holding specialist qualifications only (specify)     | 0                  |
| Qualified teacher status only (QTS)                  | 0                  |
| Teachers without appropriate ELT/TESOL qualification | 1                  |
| Total  | 88                 |

|  |
|--|
| Comments   |
| The two TEFLI teachers were not teaching on EAP courses. The teacher for whom a rationale was required was teaching on the Pre-USIC course, for which his postgraduate qualifications are well suited. |

### Accommodation profile

|   |   |           |
|---|---|-----------|
| Number of students in each at the time of inspection (all students on eligible courses) |   |           |
| Types of accommodation  | Adults  | Under 18s |
| <i>Arranged by provider/agency</i>  |   |           |
| Homestay  | 14  | 0         |
| Private home  | 0   | 0         |
| Home tuition  | 0   | 0         |
| Residential   | 1   | 0         |
| Hotel/guesthouse  | 0   | 0         |
| Independent self-catering e.g. flats, bedsits, student houses                           | 0   | 0         |
| <i>Arranged by student/family/guardian</i>  |   |           |
| Staying with own family   | 0   | 0         |
| Staying in privately rented rooms/flats   | 92  | 0         |
| Overall totals adults/under 18s   | 107   | 0         |
| Overall total adults + under 18s  | 107   |           |
|   | These figures do not include the part-time, in-sessional or Pre-USIC students. The accommodation for Pre-USIC students is the responsibility of USIC. |           |