

Organisation name	The English Language Teaching Centre (ELTC), University of Sheffield
Inspection date	12–15 November 2024

Section standards	
Management 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
Premises and resources The premises provide students and staff with a safe, 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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.

Summary statement
<p>The British Council inspected and accredited The English Language Teaching Centre (ELTC), University of Sheffield in November 2024. 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 for details).</p> <p>The large English language teaching department of this university offers courses in general, academic and professional English for adults (18+) and young people (16+) and for closed groups of adults (18+) and young people (16+) on campus and online.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The English Language Teaching Centre (ELTC) is currently an autonomous department Student and Academic Services at the University of Sheffield, although it is scheduled to become part of a faculty in 2025 and subsequently join the School of English. It provides full-time and part-time courses and language support services throughout the year. 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. The ELTC also offers a range of teacher training courses. These activities do not fall within the scope of the inspection.

The inspection took place over three and a half days. In addition to the reporting inspector and co-inspector, one additional inspector was deployed mainly for the purpose of classroom observation. In total, 42 teachers were observed.

Meetings were held with: the deputy chief operating officer/head of student and academic services; the interim ELTC director; the director of learning and teaching; the interim head of business development and operations; the administration manager; eight academic directors (ADs); the director of technology enhanced learning; the designated safeguarding lead/associate director student and academic services; the ELTC operations manager; the senior technical officer; the office manager; the admissions manager; the visiting students officer; the accommodation and commercial services officer; the PA to the director/finance officer; the homestay organisers. The student engagement officer was on leave during the inspection. One inspector also visited two homestays (remotely) and a student residence where she met a member of the management team. Focus group meetings were held with teachers and with two groups of students.

Address of main site/head office

78 Hoyle Street, Sheffield S3 7LG

Description of sites visited/observed

The ELTC occupies a six-storey building on a main road a short distance from the main campus. The building was designed with ELTC in mind and is rented to it by the landlord, the owner of an adjacent student residence. 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 or online 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 type="checkbox"/>	<input 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"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" 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

Courses include full-time pre-sessional English courses, three in the summer (four, six and ten weeks) and one year-round; University English (full-time general English); part-time general English and examination preparation courses held in the evening; and part-time courses for partners/spouses of Sheffield University students. In addition, a total of 41 students were enrolled on full-time pre-USIC courses at the time of the inspection.

Students following other programmes within the university can take part in part-time in-session language courses and support: open-access English language support, department-based groups, including support for doctoral students; both writing and speaking and listening tutorial-based advisory services. Online teaching is used for some departmental support, pre-USIC, and pre-sessional classes as well as the writing and speaking and listening advisory services. There are also part-time credit-bearing courses for Study Abroad students from various countries in Europe and Asia. Courses for groups from overseas universities and ministries (closed, integrated, or partly integrated) are also run. Teacher development courses take place over the year and run mainly online, or specific Teacher Development projects in the UK or in-country.

Also, some in-session provision takes place: the departmental language programme and the writing and speaking and listening advisory services.

Management profile

The interim director of ELTC reports to the deputy chief operating officer/head of student and academic services. The director heads the ELTC executive board which includes the director of learning and teaching, the interim head of business development and operations 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; and teacher development. The ADs are assisted by assistant directors of studies (ADoSs).

Accommodation profile

Residential accommodation for full-time ELTC students can be arranged on request through the university's accommodation office. One residence in particular is used. It is a short walk from the ELTC and close to the main university campus. Students are accommodated in ensuite rooms; they share a kitchen/lounge within flats for five to eight people. The residential complex is staffed round the clock and contains common study and social areas, and laundry facilities. Homestay accommodation is arranged for students aged 18+ with a local agent who works exclusively with the ELTC. All homes are in areas around the city which have good transport links to the centre.

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. There is an excellent range of learning resources available; these are appropriate to the needs of the students. Good guidance is provided to staff and students on the use of these resources. *Premises and facilities* and *Learning resources* are areas 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. The needs of students for security, pastoral care, information and leisure activities are very well met. Students benefit from well-managed student services and accommodation. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There are clear and comprehensive safeguarding policies and suitable procedures at university and centre level to ensure that there is appropriate provision for the safeguarding of any

students under the age of 18 within the centre, in the leisure activities and in any accommodation provided. However, not all procedures had been fully implemented for some members of staff.

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.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
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

M1 There are both university statements of its vision and values and an ELTC Ethos, which incorporates the centre's mission, values and learning philosophy. These documents are clear, well presented and widely circulated. It is apparent that these documents are integral in the working of the organisations and that staff were engaged in their creation.

M5 All programmes and services collect feedback from students and analyse the return to inform appropriate future actions. For shorter programmes/activities feedback is collected via an online platform; ELTC also uses the university-wide *TellUs* system for its credit-bearing courses. The University's Virtual Learning Environment (VLE) is used in many programmes; it also includes the facility to collect feedback. Partner institutions which send groups to ELTC also provide feedback. Summaries are disseminated to staff and responses are communicated to students when this is feasible.

M6 Feedback from staff is gathered in a variety of ways: through 'town hall' meetings of various sizes through the university; continuous professional development (CPD) questionnaires; end-of-course teacher feedback; annual course reviews; an annual survey of staff satisfaction; professional development working groups; and, in some cases, at teaching and learning group reviews and meetings with external examiners.

M7 At the university level there is an 'annual reflection' while the ELTC has its own annual action plans formulated as the outcome of course and activity reviews. There are also periodic reviews of the centre's activities by external accreditation bodies. The centre has produced an extremely thorough self-evaluation based on British Council inspection criteria.

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 ensures that these are up to date.	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, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments
M8 There is a very wide range of human resource policies, clearly developed with professional input. There are supportive, flexible and family-friendly policies.
M11 There are specific inductions for different categories of staff and for each course type. Temporary staff in the summer have a full week's paid induction.
M13 Appraisals are used to identify training needs and opportunities; these are then met by a well-structured training system. Generous allowances of (paid) time are made for both administrative and teaching staff to follow developmental activity and there is a very wide range of both mandatory and optional training available to all staff categories. In the case of poor performance, an individual support plan would be put in place. Conversely, there is a budget for rewarding staff nominated for outstanding performance by their peers.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength

Comments
M14 Students in the focus groups were very satisfied with levels of customer service within ELTC and a student survey indicated that over 96 per cent were wholly satisfied with the way they were treated by ELTC staff.
M15 Met, pre-arrival information is managed by the ELTC admin team but pre-sessional information is now provided by central admissions staff who only guarantee a response to pre-arrival queries within five days, much longer than when ELTC responded directly.
M17 Met, but in a period of transition when some administrative services are moving from ELTC to central departments, parallel databases were not always synchronised. The necessary information, however, was always available on one side or the other.
M18 There are separate attendance policies for both full-time and in-sessional and other part-time courses, with clear and simple explanations of them in the student handbooks; this is emphasised at induction. Attendance is recorded online in each class. There was evidence of systematic follow-up of attendance and punctuality problems,
M20 The university's complaints procedure, which is thorough, detailed and covers a wide range of types of complaint, applies to all ELTC students on all programmes. The emphasis is on the positive rather than the negative, with a focus on the range of help available to students.

Publicity	Area of strength
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main source of publicity is the university's website on which the ELTC has its own section. Social media are also used.

M21 The information on the website is detailed and 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.

M22 The website is very accessible both in terms of its content, structure and language. The language of the website has been reviewed using readability and level checkers to ensure that it can be understood by non-advanced students. The information has been laid out for scrolling down from the general to the specific in a way that optimises its use on the mobile devices on which it is typically accessed.

M23 Course information is very clear and full. Information is provided relating length of study to aims, progression routes and proposed academic destinations.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P1 Safety and security of students is ensured by a hierarchy of committees. As part of this system the centre follows all institutional guidance provided with regard to recording health and safety incidents, developing risk assessments, and premises checks. Records of routine checks of fire/gas/electricity risks are maintained centrally by the University Estates Department or, at Hoyle Street, by the landlord. There is an annual centrally managed fire evacuation drill for the Hoyle Street main premises and any buildings used on campus are subject to the same health and safety requirements. Students receive information on the fire evacuation procedure during induction and are shown where the emergency exits and assembly point are located. Security services are centrally managed and are comprehensive.

P2 Premises are well maintained and are clean and well decorated. They provide an excellent environment for students both for learning and for relaxation.

P6 The provision for staff is good. All staff have their own workstation with a computer and storage space in one of the six teachers' rooms. There is also a resources room with further computers, a kitchen and a dedicated meeting area.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use 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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

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 for EAP courses and

students following a general English course are provided with an appropriate coursebook in addition to in-house produced materials/booklets. 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. There is also a small video studio where professional quality video material can be recorded.

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.

Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the organisation's context. All of the academic managers and teachers are TEFLQ and very experienced. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.	
Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength
Comments	
T4 Teachers are matched to courses on the basis of their professional experience, CPD and appraisal records. Their personal circumstances and preferences are also taken into account.	
T5 Full or nearly full-time teachers are allocated two slots when they are available to provide cover per week; other teachers are allocated one slot. This means that there are typically four to six teachers on call. In extreme circumstances ADs and ADoS can also cover.	
T7 Teachers reported that their inductions provided ample and sufficient information. Temporary summer teachers and pre-USIC teachers have a week-long, paid induction period.	
T8 Teachers felt very well supported. 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.	
T10 There is an extensive programme of CPD related to university, centre and teacher needs. Responses to teacher development questionnaires are collated and lead to a wide range of online and face-to-face CPD activities.	

These are co-ordinated by one of the ADs. There is a teacher development portal, a CPD calendar and all teacher development is logged.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

T11 The ELTC learning and teaching ethos informs course design within the centre. It is student and needs centred and aims to develop students' reflection, independence, academic and digital literacy and, when appropriate, critical thinking. Intended learning outcomes are clearly stated and there is both formative and summative assessment.

T12 Various techniques are used to enhance students' linguistic benefits, including monthly educational visits, *classes outside the classroom*, with preparation and follow-up plus extensive links with university departments where centre teachers work with department lecturers, *tandem learning*.

T13 Review by ELTC staff and also by university departments and external examiners is frequent and proactive; currently, for example, initiatives are being taken to mitigate the more harmful effects of artificial intelligence in the academic context.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T16 Students' progress is monitored and recorded in a variety of ways that are appropriate for the different course types; these generally involve a mix of formative and summative assessments. All full-time students have regular tutorials; these vary in frequency from one per week to one per fortnight. Records are kept and these are monitored by the AD for the course in question.

T17 Full-time students are helped to identify needs in tutorials. In-session classes are directly needs related in that they are delivered for specific departments and types of degree. If students have special learning needs, support can be provided by the self-access centre learning staff, support plans can be put in place and there is a range of support facilities available in the university including, for example, an award-winning dyslexia centre.

T18 ELTC is an authorised centre for both IELTS and another recognised suite of exams; its staff are familiar with both and can point students to exams that are suitable for them.

Classroom observation record

Number of teachers seen	42
Number of observations	42
Parts of programme(s) observed	All

Comments

Of the 47 classes scheduled to be observed, approximately 20 per cent were online. It was not possible to observe five of these, all of which involved online teaching of individual students.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength

T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Strength
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 There were good explanations and expansion of new vocabulary and complex language and structures were dealt with well. Ambiguities were handled helpfully. Written models contained in well-prepared and presented teaching materials were very clear. There was a routine focus on pronunciation. At times, however, the target language was not entirely clear, leading to confusion, and there were occasional errors in referencing materials. T20 Class profiles showed awareness of students' strengths and needs and plans gave evidence of sensitivity to learners' pace of learning and need for practice. All classes were closely needs related, especially those delivered in conjunction with university departments. Tutorials were very focused.

T21 Clear learning outcomes, documented in lesson booklets and projected material, were shared with students with checking of understanding. There was clear signposting and staging in classes. There was sensitivity to students' pace of learning, awareness of when further practice might be needed and ready availability of supplementary materials to facilitate this.

T22 A good range of teaching techniques was observed in all teaching contexts: class, seminar, tutorial and lecture-like activities. Instructions were clear and checked and there was good use of elicitation, nomination, checking questions in general and concept checking in particular. Monitoring and observing students was thorough and sensitive. Techniques for online delivery provided were appropriate; very tailored support was provided. Very occasionally there was rather mechanical reading from slides to silent students.

T23 Classroom technology was well-organised and handled confidently, competently and smoothly. Traditional whiteboards were used to provide real-time feedback. The classroom furniture facilitates group work and a lot of this was seen. Handouts and slides were very supportive for students in classes. Online delivery was well planned and managed with use of chat, screen share and break-out rooms.

T24 There was effective monitoring of students with both immediate and delayed feedback. There were clear strategies for correction, including pronunciation, and both peer correction and self-reflection were seen. Feedback on writing was copious and well targeted. In some instances, use of language development diaries was seen.

T25 Tasks and activities gave room for both students and teachers to evaluate and many plans included slots for reflection and recap activities. Can-do statements for completion were also seen.

T26 Classes were purposeful with consistently engaged students. This was particularly true of tutorials. Teacher presence was good and teachers were able to energise sometimes hesitant students. Movement was used to reform groups and keep the pace up. Online the pace was also brisk and rapport was well established.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 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
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength

Comments	
W1 Provision for the ELTC is included in the University of Sheffield critical incident planning process. This includes the production of an annually updated Critical Incident Plan, which covers all relevant areas. Students are briefed in a sensitive manner on keeping safe on campus and in the city.	
W2 Pastoral care is delivered to a high standard. There is a dedicated ELTC student engagement officer (SEO) available to all students registered on full-time programmes, and the university's extensive student support and counselling services provide expert advice if needed.	
W3 The centre's ethos makes explicit the need for tolerance, inclusion and respect for diversity. There are well-considered policies, codes of conduct, and procedures for dealing with abusive behaviour. These are shared with students in appropriate ways before and during their stay.	
W5 Students are helped to engage with information about travel to Sheffield, and life at the university, in a number of practical ways. Student induction includes face-to-face meetings and presentations, backed up by easily accessed online information.	
W6 The university has its own health centre/GP service to which ELTC students have full access. There are twelve people who are first aid trained at the centre.	

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments	
W11 There are very efficient procedures for dealing with any problems relating to accommodation. Students know who to go to for different types of problem, whether practical or personal. Communication channels between the staff at ELTC, the homestay agent, and the managers of the residence are well established and effective.	
W13 Students staying in homestay are asked to fill in a questionnaire before arrival about their dietary requirements and preferences. Student feedback on the meals provided is consistently positive.	

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments	
All criteria in this area are fully met.	

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments	
All criteria in this area are fully met.	

Leisure opportunities	Area of strength
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W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

Comments

W19 In addition to providing a bespoke programme for full-time ELTC students, the SEO guides students to, and encourages participation in, the wide range of cultural, social and sporting activities provided by the university.

W20 The ELTC programme is adapted to the interests of the students at the centre at any one time and in response to student feedback. There is a choice of one or two activities every weekday, and throughout the year special events and weekend trips are organised. ELTC students also have access to the university clubs, social programmes and sports facilities. Sports cater where possible for students with disabilities.

W21 All events and activities within the centre and the wider university context are well organised and resourced. The SEO is assisted at busy periods by social assistants – student ambassadors from the university, and use is made of qualified instructors and other staff in other university departments, for example: 'Sport Sheffield'.

W22 The SEO has undertaken risk assessment training with the University Health and Safety Department. Risk assessments are drawn up for specific events and trips and are regularly updated in response to feedback.

W23 The SEO is suitably experienced and trained and university sports staff are appropriately qualified. The student ambassadors are fully briefed by the SEO in preparation for each event.

Safeguarding under 18s

Safeguarding under 18s	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.	Not 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 no students aged under 18 studying within ELTC. However, under-18s are exceptionally accepted: for example, on the pre-sessional summer course.

S4 Security checks have been conducted as appropriate. For certain roles, for example the SEO, security checks are mandatory. For other members of staff checks are conducted as required. Students aged under 18 are allocated to teachers who have up-to-date security checks. The recently appointed SEO moved internally within the university. His original references did not ask about his suitability to work with children and the question was not formally asked of his line manager before deployment at ELTC. Therefore, this criterion is not met. However, the current policy is for reference requests for all candidates to include a question about their suitability to work with children under the age of 18. Therefore this is not a point to be addressed

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	2003
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Academic English Studies module on Study Group University of Sheffield International College pathway programmes; externally validated teacher training courses.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

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/observed	<ul style="list-style-type: none">• Alfred Denny Building: in-sessional, not summer, 1–2 rooms• Geography Building: in-sessional, not summer, 1–2 rooms• Richard Roberts Building: in-sessional and credit-bearing modules, not summer, 3–4 rooms• Arts Tower: in-sessional, not summer, 1–2 rooms• Firth Court: in-sessional, not summer, 1–2 rooms• Medical School: in-sessional, not summer, 1–2 rooms• Management Building: in-sessional and pre-sessional (summer), year round 1–2 rooms and then 5–6 in summer• Broad Lane Block: in-sessional, not summer, 1–2 rooms• Pam Liversidge Building: in-sessional, not summer, 1–2 rooms
Details of any additional sites not in use at the time of the inspection	<ul style="list-style-type: none">• 9 Mappin Street: pre-sessional (summer), 6–7 rooms

	<ul style="list-style-type: none"> Portobello Centre: pre-sessional (summer), 6–7 rooms Sir Frederick Mappin Building: in-sessional, not summer, 1–2 rooms
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Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	September
Full-time ELT (15+ hours per week) 18 years and over	116	1150
Full-time ELT (15+ hours per week) aged 16–17 years	0	5
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	941	1250
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	1057	2400
Adult programmes: advertised minimum age	17	17
Adult programmes: typical age range	20–45	18–35
Adult programmes: typical length of stay	10–20 weeks	6–10 weeks
Adult programmes: predominant nationalities	Chinese, Japanese, Korean, Saudi Arabian, German, French, Spanish	Chinese, Japanese, Korean, Saudi Arabian
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	47	140
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	47	
Number of academic managers for eligible ELT courses	8	15
Number of management (non-academic) and administrative staff working on eligible ELT courses	20	
Total number of support staff	5–10 ELTC staff plus other university staff	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	8
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	8

Comments

0–4 teaching hours per week with 1 academic manager teaching 1 hour during inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	47
TEFLI qualification	0
ATEFL portfolio in progress	0

Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	47

Comments

Many teachers have supplementary higher qualifications such as a Masters. Some have a doctorate, PGCE or status with the HEA.

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	29	N/a
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	72	0
Staying in privately rented rooms/flats	955	0
Overall totals adults/under 18s	1057	0
Overall total adults + under 18s	1057	

Items requiring early action

None