Inspection report

Organisation name	Sheffield Hallam University
Inspection date	7–9 February 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*.	☒	☐
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	☒	☐
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	☒	☐
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	☒	☐

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☒	☐	☐

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Sheffield Hallam University in February 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

The large English language teaching department of this large university offers courses in academic English for adults (18+) and vacation courses for closed groups of adults (18+).

The inspection report noted a need for improvement in the area of publicity.

Strengths were noted in the areas of staff management, quality assurance, premises and facilities, learning resources, academic staff profile, course design, teaching, care of students, accommodation, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	1995
Last full inspection	2013
Subsequent spot check (if applicable)	2014
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 pre-service ELT training; postgraduate teacher education programmes in TESOL
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	N/a

Premises profile

Address of main site	City Campus, Sheffield Hallam University S1 2ND
Details of any additional sites in use at the time of the	N/a
Details of any additional sites not in use at the time of the inspection	Collegiate Campus, Collegiate Crescent, Sheffield. Maximum of four teaching rooms used occasionally (for approximately 20 hours per year) for bespoke in-sessional EAP provision.
Profile of sites visited	The City Campus is in a city centre location close to the railway station and the bus station. The newly constructed Charles Street building on this campus is the location for the faculty of development and society and the recently established Sheffield Institute of Education (SIoE). The ground floor of the building, on either side of a public walkway, houses a large atrium, a general reception desk, a small café and flexible seating areas. The TESOL helpdesk, staffed by the student support team, is on the first floor of this building. On the second floor of the Charles Street building there is a link bridge which provides an enclosed walkway into the Arundel building (3rd floor). The TESOL centre is located on the second floor of the Arundel building. In addition to a number of shared offices, a meeting room and a small kitchen for staff, the centre has access to two dedicated TESOL classrooms on the same corridor as the offices and the use of an adjacent relaxation area. Classrooms in other parts of the university are used as necessary.

Student profile	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	3	4
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	22	301
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	208 (in-sessional)	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	**230**	**301**

Advertised minimum age	18	18
Actual minimum age	18	18
Advertised maximum age	N/a	N/a
Actual maximum age	18+	18+
Typical age range	18–25	18–35
Typical length of stay	30–42 weeks	5–10 weeks
Predominant nationalities	Chinese, Saudi Arabian, Kuwaiti, Pakistani	Chinese
Number on PBS Tier 4 General student visas	16 (full-time TESOL students)	175
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	1	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	34
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	0	
Number teaching ELT under 10 hours a week	4	
Number of academic managers for eligible ELT courses	10	11
Number of management (non-academic) and administrative staff working on eligible ELT courses	10	
Total number of support staff	Unspecified as part of the entire university staff	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	10
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	10

Comments
Over the course of the year, ten staff have academic management responsibilities. All have a teaching commitment that varies from eight to 14 hours, depending on time of year, course type and management role. In addition to being qualified at diploma level, all staff with academic management responsibilities during the week of the inspection hold relevant postgraduate qualifications.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	4

Comments
In addition to being qualified at diploma level, all staff teaching in the week of the inspection hold relevant postgraduate qualifications.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☐	☐	☒	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☒	☒	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☒	☒	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments
The minimum age for entry is 18. All courses, other than a closed four-week summer course, are in English for academic or specific purposes. Numbers on full-time courses in 2016–2017 have fluctuated between 22 (academic year, term 2, 2017) and 300 (summer 2016); in-sessional numbers have ranged from 70 to 330. Approximately 50 students have taken advantage of free one-to-one sessions through the language advisory service (LAS).

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	7	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	3	0
Staying in privately rented rooms/flats	12	0
Overall totals adults/under 18s	22 (records are not maintained for students on in-sessional courses, who are not the primary responsibility of the TESOL Centre)	0
Overall total adults + under 18s	22	

Introduction

Sheffield Hallam is a large university, with some 31,500 students, of whom approximately 4,500 are from overseas. It offers a broad range of subjects within four faculties: arts, computing, engineering and sciences; health and wellbeing; the Sheffield business school; and development and society. The TESOL centre is located in the faculty of development and society, where it forms part of the department of education, childhood and inclusion. The centre has two distinct sections, English language courses and teacher education in TESOL, each with its own head; the teacher education section offers externally validated pre-service ELT training and courses of study leading to postgraduate degrees of the university.

Since the last full inspection, the university has established the Sheffield Institute of Education (SIoE), which comprises the department of teacher education, the centre of research and development in education and the department of education, childhood and inclusion. The TESOL centre thus sits within both the department and SIoE, relationships which have been reinforced by its new location in Charles Street. By virtue of its credit-bearing postgraduate programmes and credit-bearing in-sessional courses and modules, the TESOL centre has the status of an academic unit; at the same time, it offers a university-wide service through in-sessional courses which are non credit-bearing, pre-entry courses, and a language advisory service which offers one-to-one support.

Courses in English for academic purposes, some of which have a specific disciplinary focus, constitute almost all the provision. Five-week and ten-week pre-sessional courses are offered in summer for October entry, and in the autumn term for January entry. The centre contributes one module to the graduate diploma in English and business, which is run by the business school; the other English module which forms part of this diploma is taught by teachers in the business school. Courses and modules of varying lengths, including bespoke courses for some departments, run in terms one and two as part of the university English scheme. Full-time pre-entry courses run throughout the academic year, and an international foundation programme, which is also run by the centre, was launched in September 2016. A closed four-week course for students from a Hong Kong university is offered in summer.

The inspection lasted three days. Meetings were held with the vice chancellor, the dean of the faculty of development and society, the head of the department of education, childhood and inclusion, the head of TESOL and programme leaders for all eligible courses, the director of registry, who is responsible for Prevent policy and implementation, the quality lead for the department, the student experience manager, the head of the international experience team, members of staff responsible for student administration within the TESOL centre, the resource manager responsible for health and safety and first aid, the manager of the accommodation office, the subject librarian, and a member of staff representing the team responsible for publicity. Focus group meetings were held with students and teachers, and observations were carried out of 12 of the 14 teachers who were teaching during the week of the inspection. One inspector visited three residences.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 Sampling identified the following issue: there is currently no means of ensuring that photocopying of copyright materials is within legal limits; the institution should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☒	☒	☐
M3 Duties specified	☐	☒	N/a	☐	
M4 Communication channels	☐	☒	☒	☒	☐
M5 Human resources policies	☐	☒	☐	☐	
M6 Qualifications verified	☐	☒	N/a	☒	☐
M7 Induction procedures	☐	☒	☒	☒	

Criteria	Not met	Met	Strength	See comments	N/a
M8 Monitoring staff performance	☐	☒	☐	☐	
M9 Professional development	☐	☒	☒	☒	

Comments

M2 The management structure is very clear. The TESOL centre is located within a department and is part of the faculty structure. The head of TESOL English language has overall line-management responsibility for English language courses and course leaders have devolved responsibility for their own courses. Shadowing was seen to be an important element in handover procedures for one member of staff taking on new course leadership responsibilities.

M4 The head of TESOL English language has regular meetings with both the dean of the faculty and the head of department, and the department is represented on all relevant university committees. A fortnightly faculty newsletter is also circulated. Course leaders organise their own team meetings, which take place weekly or fortnightly and the English language group as a whole meets once a year; minutes of meetings are circulated by email or placed on the shared drive, as appropriate. The co-location of TESOL staff offices facilitates frequent informal contact.

M6 Personnel files were complete, but in a small number of cases copies of certificates had not been signed or dated to show that the original had been seen.

M7 Induction procedures are thorough. For full-time permanent staff the induction process is carefully staged, and there is a three-day induction for summer pre-sessional staff, who are typically returning teachers.

M9 A wide range of university-wide opportunities is available for the continuing professional development (CPD) of all categories of staff and evidence was seen that staff take advantage of these. Professional exchange among academic staff is promoted through annual university and faculty teaching, learning and assessment events and through peer review; academic staff in the TESOL centre are also able to take part in research groups related to their professional interests. Individual development needs are identified during the appraisal process and participation in external events and further training leading to qualifications upgrading is encouraged, and supported financially. The university also subscribes to relevant professional journals.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☐	☒	
M14 Student attendance policy	☐	☒	☐	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments

M10 Administration is handled efficiently and there are sufficient staff to cope with the volume of work. Students in the focus group commented very positively on the help they had received to adjust to the new environment.

M13 Students' home and emergency contact details are taken as part of the enrolment procedure and checked on arrival. During induction, students are also asked for local contact details and, on longer courses, automatically prompted to update these if necessary.

M14 There is a clear attendance policy, which is set out in student handbooks. Attendance is monitored by teachers and administrators and email letters are sent to students whose attendance is a cause for concern. Clearer differentiation is needed between initial letters and subsequent communications representing an escalation in the process.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☒	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☐	☒	
M20 Complaints and action	☐	☒	☒	☒	☐

Comments
M16 Other than a small number of points related to publicity, all points to be addressed had been dealt with satisfactorily.
M17 Clear evidence was seen that systems and processes are continuously reviewed. Examples include the tightening up of the quality cycle to ensure that action taken is noted, recent discussions of the principles underpinning course design, and the enrolment process on the University English Scheme (UES), which has facilitated communication with students.
M18 Student satisfaction with welfare provision is discussed in meetings with student representatives and any action taken disseminated. Student feedback on academic provision is collected at the end of all courses but also mid-course on full-time courses. Results are summarised statistically – and, when processed centrally, graphically – and individual responses noted. Under new quality control procedures, actions taken are now included in reports.
M19 Feedback on courses is collected from staff, summarised in course reports and considered as part of the review process.
M20 Evidence was seen that complaints are investigated extremely thoroughly and handled sensitively, with appropriate action being taken when necessary and fully recorded.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☒	
M22 Realistic expectations	☐	☒	☐	☐	
M23 Course descriptions	☒	☐	☐	☒	
M24 Course information	☒	☐	N/a	☒	
M25 Costs	☒	☐	☐	☒	
M26 Accommodation	☐	☒	☐	☒	☐
M27 Leisure programme	☐	☒	☐	☒	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☐	☒	N/a	☐	☐

Comments
The main medium of publicity is the website; in addition, there is a brochure describing the international foundation programme (IFP) and flyers giving brief details of other full-time courses. Chinese translations are available through the offices of the university in China.
M21 The language used across publicity media is in general clear. There are a number of minor inaccuracies, but these do not interfere unduly with clarity. However, information is not always easily accessible or systematically organised.
M23 Descriptions of courses across web pages (and, in the case of the IFP, across the website and brochure) are inconsistent in the amount of information provided. The website description of the IFP states that the course will include integrated cultural activities, but these did not form an integral part of the course being delivered at the time of the inspection. This description also states that in the first term the course will focus on learning English for academic purposes, but does not make it clear that IFP students will join other students following the Learning English for Academic Purposes (LEAP) course.
M24 Information on the IFP does not include times of classes or the number of hours of English per week. The sample timetable for the LEAP course gives the misleading impression that the standard course consists of 25 hours per week. Maximum class size is not shown for any of the courses.
M25 The cost of tuition for full-time courses is described as 'typically', followed by the sum, without any further explanation. Course materials, including coursebooks, are included in course fees, but this is not stated explicitly. The website lists a range of leisure activities (e.g. film screenings, tea parties, international party) without indicating whether these or other activities are included in the fee. Approximate costs for residences are shown on the website and the IFP brochure, but the cost of private accommodation is only given in the brochure. Information on terms and conditions is available, but this is very detailed and not in a form that can be easily understood by students with relatively limited language proficiency.
M26 Descriptions of residences are accurate and helpful. However, the website makes passing reference to homestay accommodation, which is no longer offered.
M27 Although some examples of organised leisure opportunities are mentioned (see M25), publicity does not describe the wide range of sporting and cultural activities available on the campus.

Management summary

The provision meets the section standard and exceeds it in some respects. Management systems are effective, administration is efficient and supportive, and conscientious attention is paid to quality assurance. Sampling revealed an issue in relation to the Declaration of legal and regulatory compliance which the provider has been asked to follow up. There is a need for improvement in *Publicity*. *Staff management* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☒	☒	
R2 Condition of premises	☐	☒	☒	☒	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation areas and food	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☐	☐	☐
R6 Staffroom(s)	☐	☒	☒	☒	☐

Comments

R1 The Charles Street premises provide an airy, spacious, and carefully designed environment which lends itself to both learning in and out of classrooms and relaxation. Other parts of the campus vary, but meet Scheme criteria.
R2 All areas inspected in the Charles Street buildings were clean and very well maintained. Other parts of the campus also met Scheme criteria.
R3 The two dedicated TESOL classrooms comfortably meet all criteria. This was also true of most of the other rooms in use at the time of the inspection, although one of these would have been cramped if all 16 students on the register had been present.
R4 Students have access to a variety of relaxation areas across the campus. There is a ground-floor café in the Charles Street building, where there are also vending machines for snacks and drinks. Larger food outlets can be found in other nearby university buildings, and there are numerous additional cafés and restaurants in the vicinity of the university.
R6 Permanent staff share a number of offices; there is an additional office for associate lecturers (ALs), and a large room is available as a base room for staff employed during the summer. The offices are appropriately equipped and located conveniently close to each other on the same floor, where there is also a quiet room, a meeting room, a small kitchen for staff, and a relaxation area.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☒	☒	
R8 Resources for teachers	☐	☒	☒	☒	
R9 Educational technology	☐	☒	☒	☒	
R10 Self-access facilities	☐	☒	☒	☒	☐
R11 Library/self-access guidance	☐	☒	☐	☒	☐
R12 Review and development	☐	☒	☐	☒	

Comments

R7 Students on full-time courses make use of a coursebook for part of the day. This is supplemented by an appropriate mix of published materials and in-house or one-off teacher-prepared materials. On the more specific UES modules it was clear that teachers had prepared materials with the needs of a particular group in mind. The university has a site licence for an online self-study package, and students are encouraged to make use of this.
R8 Resources for teachers have been recently fully catalogued. They are easily accessible, well maintained and very well organised. Additional in-house materials are kept on a shared drive. The learning centre also has teaching materials, as well as a good collection of books on language, linguistics and methodology.
R9 All classrooms are appropriately equipped with projection facilities and extensive whiteboards as standard; most

rooms also have a visualiser. Staff in the focus group were very positive about the IT support available.

R10 The Charles Street and Arundel buildings contains a number of thoughtfully designed areas, in some cases equipped with large screens, where small groups or individuals can work on assigned tasks and use resources on the virtual learning environment (VLE) or websites suggested by their teachers. The large learning centre in another building, which is open at all times throughout the year, offers a variety of spaces for individual and group study. TESOL students can access CALL materials and an extensive range of print resources, including graded readers labelled as to level, and audio CDs and DVDs. Students are expected to use the library catalogue to access the bulk of the large collection, which is organised by the Dewey Decimal system.

R11 During induction, students receive an orientation to the learning centre, which is delivered by a subject librarian. This is tailored to the needs of TESOL students and includes interactive tasks. There is currently no system for ensuring that late arrivals also receive an induction to the learning centre.

R12 Review processes within the TESOL team include the consideration of materials, and the subject librarian in the learning centre takes the initiative in ordering new materials as well as responding to requests from individual members of staff.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The new Charles Street premises provide a comfortable and very well-designed environment for students and staff, and the facilities and resources available both here and in the learning centre offer very good support for learning and teaching. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☐	☒	☒	☒	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☒	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T2 All 14 members of staff who were teaching in the week of the inspection are TEFLQ and have relevant postgraduate qualifications. Although less well qualified teachers may be employed to teach on pre-sessional courses during the summer, evidence was seen that the majority of teachers working on these courses are qualified at diploma level.

T4 The academic management team consists of 10 members of staff who carry out various academic management roles in the course of a year. All are experienced and very well qualified, being TEFLQ and holding relevant postgraduate qualifications. The head of the TESOL centre has been in post for several years and there is, in general, good continuity within the academic management team.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☒	☒	☐
T7 Timetabling	☒	☐	☐	☒	
T8 Cover for absent teachers	☐	☒	☐	☒	
T9 Continuous enrolment	☐	☐	☐	☐	☒
T10 Formalised support for teachers	☐	☒	☐	☒	☐
T11 Observation and monitoring	☒	☐	☐	☒	☐

Comments

T6 Course leaders liaise with the head of TESOL concerning the staffing of courses and the deployment of teachers. Teachers' qualifications, experience, and personal preferences are all taken into account, and in summer care is taken to pair teachers who have experience on a course with teachers who are less well experienced.

Annual appraisals offer an opportunity to explore ways of broadening experience.

T7 Timetabling of rooms is centralised and complex. The TESOL centre has the use of two dedicated classrooms, which are conveniently located on the same floor of the Arundel building as teachers' offices. At the time of the inspection these rooms were being used for the LEAP group and UES in-sessional courses. However, students on the IFP course have no fixed classroom and are sometimes required to change rooms within a day as well as from day to day within a week.

T8 Cover arrangements normally involve an absent teacher being replaced by the course leader or a suitably qualified member of staff who is familiar with the course concerned. In summer, a teacher is employed specifically to provide cover and support less experienced teachers. However, one option in the case of a teacher absence is to merge classes. Currently, publicity does not state maximum class size; when that omission is corrected, care will be needed to ensure that if classes are merged maximum class size is not exceeded.

T10 During the academic year, a voluntary 'reading group' meets at regular intervals, with input including talks by visiting speakers or members of staff preparing for or reporting on conferences, opportunities for peer observation, and a group each of whose individual members is intent on preparing an academic paper each year. During the summer, apart from the induction of all staff, there is no regular, organised CPD, but course leaders provide support for their teams in relation to assessment standardisation, for example, and there are other regular meetings, as well as informal daily contact. Close working relationships and professional exchange on larger courses such as the summer pre-sessionals are also facilitated by the pairing of teachers and by the proximity of course leaders' offices to the AL office and the summer teacher base room.

T11 Evidence was seen that all teachers employed only for the summer period were observed by an academic manager. However, under the present system for the observation of full-time teachers on permanent contracts teachers may arrange to observe each other, with the result that some teachers may be observed by someone who, though TEFLQ, is not in an academic management role. This system, and that of reporting on teaching, needs tightening up to ensure that quality oversight of all English teaching, including that done for other faculties, rests with the TESOL centre, that all teachers are observed by a member of the academic management team, and that observations lead to the identification of points for development.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☒	☒	
T13 Review of course design	☐	☒	☒	☒	
T14 Course outlines and outcomes	☐	☒	☒	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☒	☒	

Comments

T12 Courses, and their underlying principles, are clearly described for staff. Where a coursebook is used for part of the day, there are also syllabus checklists for skills lessons and for afternoon lessons.

T13 Evidence was seen that review of course design is taken seriously. Reports draw on student and staff feedback and make recommendations for action. For credit-bearing courses and modules, this forms part of a university-wide quality cycle. Under recently introduced procedures, action taken will form part of the record-keeping for all courses.

T14 Student handbooks and the VLE provide detailed information on intended learning outcomes, course content and assessment for longer, intensive courses. On UES modules, learning outcomes are stated, but content may be negotiated on the basis of needs analysis, including students' wishes. Teachers typically introduce sessions by stating the focus of that lesson.

T15 Study and learning strategies are an integral and appropriately emphasised component of all the major courses. Advice and materials for independent study are suggested on the university's VLE.

T16 In general, the EAP courses run by the centre prepare students to benefit linguistically and in other respects from their interactions within an academic culture and specifically within the multinational/multicultural community of the university; in addition, some courses may include components, such as a survey activity, which encourage interaction in the broader local environment. The four-week summer course for Hong Kong students includes integrated educational visits and other activities designed to provide interaction opportunities and equip participants with a better understanding of British life and culture.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☒	☐
T18 Monitoring students' progress	☐	☒	☐	☒	

	Not met	Met	Strength	See comments	N/a
T19 Examination guidance	☐	☐	☐	☐	☒
T20 Assessment criteria	☐	☒	☒	☒	☐
T21 Academic reports	☐	☒	☐	☒	
T22 Information on UK education	☐	☒	☐	☒	☐

Comments

T17 When appropriate, as for LEAP or the summer course for Hong Kong students, students do a placement test. Admission requirements for pre-sessional courses are stated in terms of IELTS scores, with students normally placed in a class according to their academic status (undergraduate/postgraduate) and academic discipline. Students entering the IFP, who need to develop their English competence and/or their subject knowledge, may have very different levels of English, and this may lead to students with marked differences in language competence being placed in the same class (see T13).

T18 Students on full-time courses receive feedback on assessment and have regular tutorials, although these vary in frequency and the nature of the records kept.

T20 Helpfully detailed assessment criteria are provided in course handbooks. Tutorials following each assessment provide feedback and advice.

T21 Students on LEAP receive termly written reports, and reports are also produced for sponsored students and for other students on request.

T22 Advice on academic progression is available from course leaders or student support staff.

Classroom observation record

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	Full-time pre-entry course; English-language modules within the international foundation programme; sample of in-sessional courses and modules.

Comments

Of the 14 teachers teaching during the week of the inspection, 12 were observed. One teacher was not teaching on the days of the inspection, and one scheduled observation did not take place owing to an error in collating timetabling information for the inspectors' use.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☒	☒	
T24 Appropriate content	☐	☒	☒	☒	
T25 Learning outcomes	☐	☒	☒	☒	
T26 Teaching techniques	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☒	☒	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☒	☒	

Comments

T23 Good awareness and knowledge of language systems was seen in all segments observed. In general, appropriate models for production were provided; in a small minority of cases, more careful proofreading was needed of the materials given to students.

T24 Lesson content had very clear relevance to course objectives. The lesson planning template used encourages consideration of individual differences, and plans and lesson activities showed that in most lessons observed students' needs had been taken fully into account.

T25 Learning outcomes were clear. In most cases, it was evident that these had been made known to students and in some instances contextualised by reference to course descriptions in module handbooks. All lesson plans had been carefully prepared to provide for a coherent series of activities, typically from the receptive to the productive and, where appropriate, the application of skills and new language to students' own disciplinary areas.

T26 Teaching techniques were in general appropriate to the teaching of English for academic purposes. The focus

in most segments observed was on awareness-raising through presentation, elicitation and the analysis of language samples. Discussion formed part of all sessions, but in less varied segments there was an overemphasis on teacher presentation.

T27 Teachers organised the classroom environment effectively and made confident and very competent use of classroom technology and resources to promote learning. Teachers' own materials, including visual stimuli, were in general of high quality, and some use was made of materials provided by students themselves.

T28 Feedback was provided in all lesson segments observed and evidence was seen of conscientious feedback on written work. Pronunciation errors were highlighted and corrected in a small number of segments. In a number of segments, however, feedback focused on the content of students' contributions rather than the forms through which ideas were expressed.

T29 In many lessons, carefully graded tasks were a means of evaluating learning, and teachers were seen to monitor the performance of groups and individuals during tasks, as well as offering plenary evaluation following tasks. Some lessons had been conceived as preparation for outcomes beyond the lesson and it was not always clear that teachers had given thought to how learning outcomes would be evaluated within the lesson.

T30 Teachers were for the most part confident, relaxed, encouraging and, even when – as in some cases – they were meeting a class for the first time, were very effective in creating a positive learning environment. In almost all classes teachers made effective use of a variety of interaction patterns and students were fully engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from satisfactory to excellent, with the majority being good or better. Teachers showed a good awareness of language systems, lesson plans contained clear statements of learning outcomes, and lesson content was relevant to learners' needs. Teaching techniques were appropriate, resources were well exploited, and teachers were successful in creating a positive learning environment. More consistent attention is needed to feedback on language form in spoken production.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The academic staff profile is very strong, considerable thought goes into the design and evaluation of courses, staff receive good support, and programmes of learning are managed for the benefit of students. The teaching observed comfortably met the requirements of the Scheme. *Academic staff profile*, *Course design* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☐	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☒	☒	
W4 Dealing with abusive behaviour	☐	☒	☒	☒	
W5 Emergency contact number	☐	☒	N/a	☒	☐
W6 Transport and transfers	☐	☒	☒	☒	☐
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 Measures to ensure the safety and security of students on site are generally good. Health and safety issues are managed at faculty level by a specialist resource manager, and there are health and safety committees at faculty and university level. There are appropriate procedures in place to identify and manage risks from fire and electrical equipment; all staff are trained in fire awareness, and there are trained fire marshals. Full evacuations are held at appropriate intervals. First aid provision is good; all security staff are trained and there are first aiders always available during working hours in the Charles Street building. However, inspectors were concerned that this new building incorporates a covered thoroughfare which is a public right of way, open to the public round the clock and with direct, ungated access directly into the building on both sides of the thoroughfare. The risks inherent in this situation do not appear to have been fully addressed.

W2 There is excellent provision for students' pastoral care within the TESOL centre, and through the faculty student experience team and the university international student experience (ISE) team. Students have regular tutorials, all of which include a pastoral care focus; the pre-arrival information and the faculty and centre inductions provide a

comprehensive overview of the support and guidance available.

W3 Named people in the centre, the faculty and the ISE team are identified to students wishing to get advice on personal problems; in addition, all tutors and centre staff take an active interest in their wellbeing and refer students to specialist support when appropriate.

W4 A comprehensive anti-abuse policy is in place and is incorporated into the student charter, introduced and discussed with students during their induction, and included in the student handbook. Measures to ensure compliance with Prevent obligations are fully in line with Scheme requirements, and have been approved by HEFCE (the compliance agency for the university sector).

W5 An emergency contact number is given to all international students on arrival, and is active throughout the year.

W6 A free meet and greet service including transfer to the university is available to students arriving at Manchester airport during specified periods. Students arriving at other airports, or outside the specified periods, are given personalised information on how to travel to their accommodation.

W7 Comprehensive and easy-to-follow pre-arrival information is provided by the ISE team in a downloadable pre-arrival handbook. This is reinforced by briefing and interactive activities during induction.

W8 International students are helped to register at the on-site university health centre.

Accommodation profile

Comments on the accommodation seen by the inspectors

The university has partnership arrangements with nearly 30 residences, owned and managed by private operators; in addition, a database is maintained of private-sector student flats and houses, all of which are inspected and registered by a Sheffield city council quality assurance scheme called SNUG. Advice and guidance on all aspects of finding accommodation is available through the accommodation office. Three residences were visited, all within a 15-minute walk of the TESOL centre; two of the residences provided accommodation of very high standard, while the third was more basic, but completely acceptable.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☐	☐
W10 Accommodation inspected first	☐	☒	☒	☒	☐
W11 Accommodation re-inspected	☐	☒	☒	☒	☐
W12 Accommodation registers	☐	☒	☐	☐	☐
W13 Information in advance	☐	☒	☒	☒	☐
W14 Student feedback	☐	☒	☐	☒	☐
W15 Meals in homestay/residences	☐	☐	☐	☒	☒

Comments

W10 All residences are inspected before use by a team of two members of the accommodation office staff. Each has a checklist of facilities, which are graded on a 1–5 scale, with the final grade for each area being based on the average of the two scores.

W11 Re-inspections are carried out twice a year on the same basis as the initial inspection.

W13 Extremely clear and comprehensive information is provided to students about the range of residences available.

W14 Initial feedback on accommodation is collected by the TESOL centre, and is passed on to the accommodation office as necessary; evidence was seen that follow-up action had been taken and recorded. Some, but not all, residences collect their own end-of-stay feedback and share this with the accommodation office.

W15 All residences are self-catering.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☐	N/a	☐	☒
W17 Rules, terms and conditions	☐	☐	☐	☐	☒
W18 Shared bedrooms	☐	☐	N/a	☐	☒
W19 Students' first language	☐	☐	N/a	☐	☒

	Not met	Met	Strength	See comments	N/a
W20 Language of communication	☐	☐	N/a	☐	☒
W21 Adult to welcome	☐	☐	N/a	☐	☒

Comments
No homestay accommodation is provided.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☐	☒	☐
W23 Health	☐	☒	☐	☐	☐

Comments
W22 Different residences have different cleaning arrangements, but these are clearly set out in the description of the accommodation. Cleaning is monitored by residence staff.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☒	☒	☐
W25 Other accommodation	☐	☒	N/a	☒	☐

Comments
W24 Comprehensive guidance and support in renting from a private landlord is available through the accommodation office. House-hunting events are arranged at the beginning of the academic year, when groups of students are taken to view potential properties, accompanied by trained student advisers.
W25 All private-sector accommodation on the university database is vetted by the Sheffield city council SNUG scheme.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☒	☒	
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☒	☒	☐

Comments
W26 A wide range of leisure activities is available to students through the students' union and the university ISE team. The latter provide advice and support to students wanting to travel, and arrange a programme of outings and trips. Information about activities is widely disseminated online, through social media, and on electronic display screens around the university.
W27 Only closed-group courses have an integrated leisure programme, and in some cases this is arranged by the group leaders/organisers with advice from the university. The great majority of students are on open-enrolment courses with no integrated provision. However, as noted in W26, the university is an extremely rich environment in which to find leisure activities for all interests. There are also first-class sports and fitness-centre facilities on site. For international students, the work of the ISE is particularly significant, and they provide a wide range of support, including specific programmes at Easter and Christmas when many UK students are away. As well as trips and on-site activities, they can also arrange for international students to spend time with local families.
W28 All leisure and sports activities are covered by risk assessments. The ones examined for ISE excursions were comprehensive in their identification of risks and measures that should be taken to reduce them. However, they did not contain guidance on action to be taken if an identified risk actually materialised during an excursion. Assurances were given that staff accompanying an excursion had a pre-departure briefing about what to do, but no written guidance was provided.
W29 Staff accompanying excursions and off-site activities are normally "student ambassadors", and they have training before they undertake this role. All sports and fitness centre staff have appropriate qualifications and training.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. There is excellent provision for the care of students, supported by staff and resources at centre, department, faculty and university level. A specialist accommodation office team provides individualised advice, support and information about the wide range of accommodation available to students. The university offers a rich environment for students to find leisure activities, and international students receive specific support from the international student experience team. *Care of students, Accommodation* and *Leisure opportunities* are areas of strength.