

|                   |                             |
|-------------------|-----------------------------|
| Organisation name | Sheffield Hallam University |
| Inspection date   | 20–22 June 2022             |

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

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited Sheffield Hallam University in June 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

The English language teaching department of this university offers courses in academic English for adults (18+) in university premises and online.

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

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

## Introduction

The TESOL centre within Sheffield Hallam University (SHU) forms part of the Sheffield Institute of Education (SloE), which is in turn part of the College of Social Sciences and Arts (CSSA).

Since the last inspection, restructuring has merged the previously distinct, and separately managed, areas of TESOL teacher education and English language courses under one head within SloE. TESOL has dedicated academic and teaching teams as well as a range of managed relationships with professional services across the university to support it.

The inspection took one full day, two half days and a part day. Meetings were held with the vice chancellor, the head of department (SloE), the head of TESOL, course and/or module leaders for all eligible courses, the human resources (HR) and organisation development administration manager, the department quality lead, the registry operations officer, the academic administration officer, the librarian, the associate dean for global and academic partnerships, the campus services manager, the international experience service co-ordinator, the student support advisor, the estates risk and compliance manager, and the health & safety manager. Focus group meetings were held with students and with teachers. All teachers timetabled during the inspection were observed, five at the university and three online. One inspector visited one residence and the city campus sports facilities.

## Address of main site/head office

Sheffield Institute of Education, Howard Street, Sheffield S1 1WB

## Description of sites visited

SHU occupies a large site close to Sheffield train station, intersected by main streets with public transport and local facilities. The TESOL centre is based in Arundel building, where there is a small reception area, a staff room with resources, offices, and a number of classrooms. Teaching takes place all over the university, and both teachers and students have access to a wide range of amenities and facilities across the university.

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

## Comments

Pre-sessional (PEAP) programmes are currently offered as face-to-face courses of five or 10 weeks. This provision moved to online teaching after March 2020 and continues to be offered online in courses of seven, 12 or 15 weeks. The TESOL department also runs international foundation programmes (IFP) in a range of disciplines. In-sessional provision includes cross-university English language support, bespoke/ESP provision in a number of subject areas, and credit-bearing English language modules as part of some mainstream programmes.

## Management profile

The head of TESOL reports to the head of department (SloE), who reports in turn to the dean of CSSA. Teachers report to the relevant course leaders, who report to the head.

## Accommodation profile

Accommodation is organised through the university accommodation office which is located in the centre of the city campus. All first-year students are guaranteed a place in a hall of residence. The university has a partnership agreement with 14 privately owned residences across the city, and has one managed residence. All residences

have ensuite rooms and are organised into flats with shared kitchens, common rooms and have laundry facilities. All the residences are within easy access of the city campus. The university is also part of a scheme that accredits private landlords. The scheme (SNUG) is run in partnership with Sheffield City Council, both universities in the city and both student unions.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The provision is very well managed and operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. *Staff management* is an area of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with an extremely comfortable and professional environment for work and relaxation. A very good range of learning resources is available, appropriate to the age and needs of the students. Full guidance on the use of these resources is provided for staff and students where needed. *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 strong professional profile, wholly appropriate to the context. Teachers receive very good guidance to ensure that they support students effectively in their learning. Courses are very well structured and professionally managed to provide the maximum possible benefit to students. The teaching observed meets 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 many respects. The needs of students for security, pastoral care and information are very well met. Residential accommodation is of a high standard and well managed and advice given to students renting from private landlords is comprehensive and regulated. Leisure opportunities are extensive, varied and well run. *Care of students* and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

No students under the age of 18 are accepted.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

| Strategic and quality management   | Met      |
|--|----------|
| 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.              | Strength |
| 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. | Met      |
| M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.   | Met      |
| 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 is a strong and clear university statement of its goals and values, which forms a central part of strategic plans and is widely disseminated, with evidence of staff involvement in its creation. Many staff members involved in the inspection showed strong awareness of the organisation's goals and values and implications for their own area.

M2 Planning is a sophisticated process at university level; TESOL planning is evident but less fully documented and tracked than planning at university level.

M4 Strong communications are in evidence, across the university as well as locally. A wide range of different channels is employed, and staff were clearly well informed and engaged.

M7 There is a comprehensive and regular quality review cycle effectively incorporating staff and student feedback, course improvement plans and departmental review.

**Staff management and development****Area of strength**

M8 The provider implements appropriate human resources policies, which are made known to staff.

Strength

M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.

Met

M10 There are effective procedures for the recruitment and selection of all staff.

Met

M11 There are effective induction procedures for all staff.

Strength

M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.

Strength

M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.

Strength

**Comments**

M8 HR policies are well documented and easily accessible to all staff. It is clear that TESOL staff feel valued and well supported, particularly by their immediate management team.

M11 Thorough, paid induction is provided for all staff, including shorter-term staff. The system is well documented, including pre-induction tasks and checklists, and use is made of mentors as appropriate. PEAP teachers made particular mention of their very comprehensive and helpful introduction to the programme, which is repeated annually even for returning teachers.

M12 There is a robust and supportive appraisal procedure which sets targets, seeks to identify areas for improvement as well as achievements, and links back into continuous professional development (CPD) systems and plans.

M13 The university has a well-established CPD system covering a wide range of both mandatory and elective training and development areas. In addition, TESOL staff benefit from a wide range of CPD activities and opportunities specific to their own areas of expertise and interests. Appraisals and observations effectively identify development needs and wishes.

**Student administration**

Met

M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.

Met

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Met

M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.

Met

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.

Met

M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Met

M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Met

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.

Met

**Comments**

All criteria in this area are fully met.

**Publicity**

Met

M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.

Strength

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.

Met

M24 Publicity gives clear, accurate and easy-to-find information on the courses.

Met

M25 Publicity includes clear, accurate and easy-to-find information on costs.

Met

M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.

N/a

M27 Publicity gives an accurate description of any accommodation offered.

Strength

M28 Descriptions of staff qualifications are accurate.

Met

M29 Claims to accreditation are in line with Scheme requirements.

Met

**Comments**

Publicity consists of an online prospectus and TESOL pages on the university website.

M22 There are very clear descriptions and photographs of the main features of provision, fully representative of the student experience.

M27 Information on accommodation is very well presented and set out in a dedicated area of the website, which includes photographs of actual accommodation in use.

**Premises and resources****Premises and facilities**

Area of strength

P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.

Strength

P2 Classrooms and other learning areas provide a suitable study environment.

Met

P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.

Strength

P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.

Strength

P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.

Strength

P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.

Met

**Comments**

P1 Premises are well maintained, clean and in a very good state of repair throughout. There is a wide range of different spaces for students both during and outside class time, including outdoor areas. Staff enjoy good office and working facilities.

P3 The university provides a very welcoming environment for students to spend time on campus, and there are ample areas and facilities for relaxation, eating and drinking.

P4 Drinking water is freely accessible, and a very good range of food and drink is available to students as part of the university offering, as well as in the immediate vicinity.

P5 Signage around the university is very clear and helpful, and includes regularly-spaced maps of the campus with directions. Buildings are clearly named and room numbering follows a consistent pattern. Noticeboards and displays are well maintained and informative.

**Learning resources**

Area of strength

P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.

Strength

P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.

Strength

|   |          |
|---|----------|
| P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.  | Strength |
| P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.  | Strength |
| P11 Students receive guidance on the use of any resources provided for independent learning.  | Strength |
| P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.   | Strength |
| <b>Comments</b>   |          |
| <p>P7 Learning resources are very well organised and accessible on the virtual learning environment (VLE), and there is a wide range of up-to-date learning materials appropriate to the programmes taught, including digital and customised materials.</p> <p>P8 A very good selection of in-house, digital and physical materials is available to teachers, all easily accessible and well organised. Teachers have access to a range of well-supported technology; they can also be loaned a laptop for the duration of the programmes they are teaching on.</p> <p>P9 A good range of educational technology is available in classrooms, and teachers have appropriate support for both face-to-face and online teaching, including a responsive helpdesk service and appropriate training.</p> <p>P10 The VLE is an integral part of students' courses and is used regularly and effectively by teachers and students for administrative as well as teaching and learning purposes. The university library, which is open 24 hours, provides further extensive resources, both physical and digital.</p> <p>P11 Customised library induction is provided for TESOL groups, as well as extensive ongoing support and guidance through the student portal and library helpdesk.</p> <p>P12 The annual review process incorporates systematic review of course materials and includes feedback from teachers.</p> |          |

## Teaching and learning

| <b>Academic staff profile</b>  | <b>Area of strength</b> |
|--|-------------------------|
| T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.  | Met                     |
| T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.   | Met                     |
| T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.   | Strength                |
| T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.   | Strength                |
| <b>Comments</b>  |                         |
| <p>T2 Two rationales were provided for teachers of EAP who were not TEFLQ. Both were accepted in the context of this inspection. The teachers are TEFLI, have other related qualifications and experience, and are appropriately supported.</p> <p>T3 The teaching team has a very wide range of expertise, knowledge, experience and skills relevant to TESOL programmes.</p> <p>T4 The academic management team are all TEFLQ with extensive experience.</p> |                         |
| <b>Academic management</b>   | <b>Area of strength</b> |
| T5 Teachers are matched appropriately to courses.  | Met                     |
| T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.   | Met                     |
| T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.  | Strength                |
| T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.   | N/a                     |
| T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.   | Strength                |

|   |          |
|---|----------|
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.   | Strength |
| <b>Comments</b>   |          |
| T7 There is a clear set of procedures for cover, with three layers of potential cover available. PEAP has additional cover arrangements.  |          |
| T9 Strong support and guidance is available. There are dedicated programme managers as well as additional academic mentors on the PEAP. CPD is a central focus, and wholly appropriate to the context. There is a TESOL research group and frequent meetings to discuss and exchange ideas. |          |
| T10 A clear observation process is in place which navigates between monitoring on the one hand, and support and development on the other. The process is well documented and well received by teachers.   |          |

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

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|--|--|
| <b>Comments</b>  |  |
| T11 Courses are designed according to clearly stated principles, with clear descriptions and materials to match these principles. There is detailed information and guidance for teachers.   |  |
| T15 Support for independent learning is integral to all programmes and is a fundamental part of the preparation for university study provided by the TESOL team.   |  |
| T16 Programmes fully support students in the development of language skills outside the classroom and particularly in the context of UK university life, including through leisure opportunities and immersion in university activities, both academic and social. |  |

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

|   |  |
|---|--|
| <b>Comments</b>   |  |
| T18 Students receive regular feedback on their progress through tutorials and/or academic advisors. All assessment is managed through university or replica processes, and progress is recorded so that students can access it. |  |
| T19 Students receive very good learning support on all programmes. Tutorials help them to set and achieve their targets, and there are additional self-access resources on the VLE.   |  |
| T22 All TESOL students are either aiming to progress to university programmes, or already attending SHU; extensive advice and support is available.   |  |

### Classroom observation record

|                         |   |
|-------------------------|---|
| Number of teachers seen | 8 |
|-------------------------|---|

|                                |                                     |
|--------------------------------|-------------------------------------|
| Number of observations         | 8                                   |
| Parts of programme(s) observed | PEAP face-to-face, PEAP online, IFP |
| <b>Comments</b>                |                                     |
| None.                          |                                     |

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

| <b>Comments</b>  |
|--|
| <p>T23 Teachers dealt effectively with academic English materials, and gave clear explanations and relevant examples. Some made good use of phonetic script and stress marking, and clear and appropriate models were provided.</p> <p>T24 Plans included clear and detailed student profiles, and demonstrated good knowledge of individual and group needs, with planning for differentiation in many cases. Materials were highly relevant and teachers regularly referenced target courses and encouraged students to provide related examples.</p> <p>T25 Learning outcomes were clear, appropriate, and shared with students. Staging was logical and very good support and scaffolding were provided.</p> <p>T26 A very good range of teaching techniques was confidently drawn upon as required, including some good eliciting, summarising, concept checking, prompting, and nominating. In the strongest lesson segments, teachers used their repertoire particularly well to secure and extend student participation and to check meaning quickly and effectively.</p> <p>T27 Classrooms and the online environment were both well managed by most teachers, and confident and skilful use was generally made of technology and a range of digital materials and tools.</p> <p>T28 Activities were generally well structured to provide opportunities for feedback. A range of feedback techniques was in evidence, including picking up errors and issues from previous discussions.</p> <p>T29 Many teachers made use of good critical questioning and scaffolding to evidence student learning. Lessons contained plenty of recap and review of homework and other areas previously covered.</p> <p>T30 Teachers encouraged student contribution effectively through personalisation, appropriate pacing, and good variety of activity and interaction. As a result there were high levels of student engagement, and a purposeful, positive learning atmosphere in all classes.</p> |

| <b>Classroom observation summary</b>  |
|---|
| <p>The teaching observed met the requirements of the Scheme and ranged from excellent to good against the criteria, with the majority being very good. Teachers showed good awareness of linguistic systems and provided clear, well-staged plans which strongly reflected course, group and individual needs. Teachers employed a very good range of appropriate techniques with confidence, and resources were used effectively. Feedback techniques were effective and opportunities were frequently created to evaluate learning. Classroom management was dealt with very skilfully and there was a highly positive working atmosphere in classes.</p> |

## Welfare and student services

| <b>Care of students</b>  | <b>Area of strength</b> |
|--|-------------------------|
| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. | Strength                |



|  |          |
|--|----------|
| W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.  | Met      |
| W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems. | Strength |
| W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.  | Strength |
| W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.   | Met      |
| W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.           | Strength |
| W7 Students receive advice on relevant aspects of life in the UK.  | Strength |
| W8 Students have access to adequate health care provision.   | Strength |

### Comments

W1 Measures to ensure the safety and security of students on site are very good. An extensive team of staff deal with policy, procedure and compliance and there is mandatory training of all staff on health & safety, fire safety, prevent duty and security awareness. There are trained fire marshals and comprehensive first aid provision.

W3 Provision for the pastoral care of students is excellent. On enrolment each student receives a named academic advisor who holds regular documented individual tutorials with them, and a named student support advisor for pastoral care with whom students can make an appointment.

W4 There are robust policies to promote tolerance and respect, and students are introduced to these at induction. They are included in the student handbook. The university's inclusion and diversity policy is comprehensive and all courses must demonstrate how they meet strategic objectives in this area.

W6 Information is clear and detailed and a meet and greet service is provided at Manchester airport.

W7 As well as comprehensive information provided through induction, the international experience team provides a programme of events that include sessions on British culture, student life, a conversation club and open sessions at which international students form small groups and can raise any issue with a student mentor.

W8 The university has a well-being centre and a medical centre in the centre of the campus and students are encouraged to register with them.

|  |          |
|--|----------|
| <b>Accommodation</b> (W9–W22 as applicable)  | Met      |
| <i>All accommodation</i>   |          |
| W9 Students have a comfortable living environment throughout their stay.   | Strength |
| W10 Arrangements for cleaning and laundry are satisfactory.  | Met      |
| W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.                | Strength |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.  | Met      |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.  | Strength |
| W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services. | Met      |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.                           | N/a      |

### Comments

W9 Residences provide a very good standard of accommodation. All have single ensuite rooms in flats of six to eight, each with a communal kitchen.

W11 All residence partners are accredited by the accreditation network UK (ANUK). Agreements are for a maximum of two years and are regularly reviewed. A strong emphasis is placed on student feedback and continuous improvement. The university holds regular meetings with their partners where good practice can be shared.

W13 There are extensive formal and informal opportunities for students to feed back on their accommodation and evidence was seen of how residences have responded positively to such feedback. Students can report issues directly to residence staff at reception, via online feedback forms, at the accommodation office or via an online chat facility.

*Accommodation: homestay only*

|   |     |
|---|-----|
| W16 Homestay hosts accommodate no more than four students at one time.  | N/a |
| W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing. | N/a |
| W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.                               | N/a |
| W19 English is the language of communication within the homestay home.  | N/a |
| W20 Hosts ensure that there is an adult available to receive students on first arrival.   | N/a |

#### Comments

No homestay accommodation is provided.

#### Accommodation: other

|   |     |
|---|-----|
| W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | Met |
| W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.                              | Met |

#### Comments

Both the criteria in this area are fully met.

| Leisure opportunities   | Area of strength |
|---|------------------|
| W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK. | Strength         |
| W24 The content of any leisure programme is appropriate to the age and interests of the students.   | Strength         |
| W25 Any leisure programmes are well organised and sufficiently resourced.   | Strength         |
| W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.   | Met              |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.  | Met              |

#### Comments

W23 The students' union provides a wide range of social, cultural and sporting activities and extensive information is provided online and on campus. The IET also provides a programme of social and cultural activities for international students and is proactive in enabling international students to interact with their student ambassadors and student mentors. Activities include trips, walks and cultural visits and events. Students receive a weekly bulletin summarising activities that are scheduled.

W24 The leisure programme for international students is varied and provides opportunities for students to meet and interact and to get to know the city and region.

W25 Activities and visits are planned efficiently and well managed by student ambassadors who receive appropriate training, including a strong focus on their responsibilities for safety during any activity or event. Comprehensive risk assessments were seen to be completed and submitted before every trip.

#### 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  | 1995               |
| Last full inspection  | 2017               |
| Subsequent spot check (if applicable)                             | N/a                |
| Subsequent supplementary check (if applicable)                    | N/a                |
| Subsequent interim visit (if applicable)                          | N/a                |
| Current accreditation status                                      | Accredited         |
| Other related non-accredited activities (in brief) at this centre | University degrees |
| 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 | QAA        |

### Premises profile

|  |                                  |
|--|----------------------------------|
| Details of any additional sites in use at the time of the inspection but not visited | None                             |
| Details of any additional sites not in use at the time of the inspection             | Collegiate Campus (in-sessional) |

### Student profile

|  | At inspection                              | In peak week: July<br>(organisation's estimate) |
|--|--|---|
| <b>ELT/ESOL students (eligible courses)</b>          | At inspection                              | In peak week                                    |
| Full-time ELT (15+ hours per week) 18 years and over | 38   | 70  |
| 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                 | 0  | In-sessional varying numbers                    |
| Part-time ELT aged 16–17 years                       | 0  | 0   |
| Part-time ELT aged under 16 years                    | 0  | 0   |
| <b>Overall total ELT/ESOL students shown above</b>   | <b>38</b>                                  | <b>70</b>                                       |
| Junior programmes: advertised minimum age            | 0  | 0   |
| Junior programmes: advertised maximum age            | 0  | 0   |
| Junior programmes: predominant nationalities         | 0  | 0   |
| Adult programmes: advertised minimum age             | 0  | 0   |
| Adult programmes: typical age range                  | 18–40                                      | 18–40   |
| Adult programmes: typical length of stay             | 5 weeks–11 months                          | 5 weeks–11 months                               |
| Adult programmes: predominant nationalities          | Chinese, Kuwaiti, Pakistani, Saudi Arabian | Chinese, Kuwaiti, Pakistani, Saudi Arabian      |

### Staff profile

|  | At inspection  | In peak week<br>(organisation's estimate) |
|--|----------------|---|
| Total number of teachers on eligible ELT courses   | 8              | 12  |
| Number teaching ELT 20 hours and over a week   | 0              |   |
| Number teaching ELT under 19 hours a week  | 8              |   |
| Number of academic managers for eligible ELT courses   | 7              | 7   |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 11             |   |
| Total number of support staff  | None dedicated |   |

**Academic manager qualifications profile**

| Profile at inspection  |                             |
|--|-----------------------------|
| Professional qualifications  | Number of academic managers |
| TEFLQ qualification  | 7                           |
| Academic managers without TEFLQ qualification or three years relevant experience | 0                           |
| Total  | 7                           |
| Comments   |                             |

In the week of the inspection academic managers were timetabled to teach up to 2 hours per week. Across the whole year, that can typically increase to 10 hours per week.

**Teacher qualifications profile**

| Profile in week of inspection                        |                    |
|--|--------------------|
| Professional qualifications                          | Number of teachers |
| TEFLQ qualification                                  | 6                  |
| TEFLI qualification                                  | 2                  |
| Holding specialist qualifications only (specify)     | 0                  |
| Qualified teacher status only (QTS)                  | 0                  |
| Teachers without appropriate ELT/TESOL qualification | 0                  |
| Total  | 8                  |
| Comments   |                    |

None.

**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  | 0      | N/a       |
| Private home  | 0      | N/a       |
| Home tuition  | 0      | N/a       |
| Residential   | 3      | N/a       |
| Hotel/guesthouse  | 0      | N/a       |
| Independent self-catering e.g. flats, bedsits, student houses                           | 0      | N/a       |
| <i>Arranged by student/family/guardian</i>  |        |           |
| Staying with own family   | 4      | N/a       |
| Staying in privately rented rooms/flats   | 31     | N/a       |
| Overall totals adults/under 18s   | 38     | N/a       |
| Overall total adults + under 18s  | 38     |           |