

Organisation name	University of Dundee
Inspection date	15–16 October 2024

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

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited University of Dundee in October 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

The large English language teaching department of this university offers courses in academic English for adults (18+) and young people (16+).

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

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

Introduction

The University of Dundee became an independent University in 1967 and is home to more than 17,000 students and more than 3000 staff. The English for International Students (EIS) unit of the University of Dundee is located within the student services area of the university and provides pre-sessional and in-sessional academic English skills courses for international students at the university. There is also a private provider on campus that offers international foundation courses but there is no link between each type of provision.

The inspection took place over two days with two inspectors. Six of the seven teachers timetabled during the inspection were observed and inspectors held focus group meetings with staff and students. Meetings were held with the vice principal (international), the head of EIS, the deputy head of EIS, the head of marketing, the EIS partnerships and student experience lead, the people partner, the pre-sessional manager, the international engagement officer, the student support and experience manager, the EIS administrator, the postgraduate admission and international team manager, the accommodation officer and the resident support manager. One inspector visited one of the student residences.

Address of main site/head office

11 Perth Road, Dundee DD1 4HN

Description of sites visited/observed

The EIS office is located on the main campus of the university. The university has two other sites, but no eligible English language delivery was taking place at either of these sites. All the meetings and teaching observations took place on the main campus which is in the heart of the city of Dundee. The campus is compact and all teaching rooms, students' services and sports and relaxation facilities are within easy reach, as are the students' union, shops, cafes and the main university library.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input 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

EIS delivers 11 and six-week full-time pre-sessional courses in EAP, including a summer pre-sessional (with four- and eight-week online courses also available in the summer and autumn). In addition to the full-time pre-sessional courses, EIS delivers in-sessional EAP to students already on their main programmes and English for Specific Academic Purposes (ESAP) modules in the areas of Business, Education and Society, Law, Psychology and Social Work.

Management profile

The current head of EIS has been in post for eight years and reports directly to the director of student services. The deputy head of EIS was appointed in April 2023. They are assisted by the pre-sessional manager. Head of EIS manages the deputy head, pre-sessional manager, partnerships & student experience lead; the deputy head manages all EAP tutors; and the partnership & student experience lead manages the EIS administrator.

Accommodation profile

Student residential accommodation is offered, and all first-year students are guaranteed accommodation if they request it. There are four university residences: two on campus, one a five-minute walk and one a twenty-minute walk from the campus. The university also arranges accommodation at a nearby privately owned student residence.

In all residences there are flats of five to 10 ensuite rooms with a common kitchen/dining room. There are laundry facilities for students' use in each residence.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's clearly stated goals, values, and publicity. Student administration is very well managed. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a safe, very comfortable and professional environment for work and relaxation. A wide range of high-quality learning resources is available, which are very appropriate to the needs of the students. *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 professional profile (qualifications, experience and continuing professional development) which is very appropriate to the context. Teachers receive good guidance to ensure that they support students very effectively in their learning. Courses are structured and managed very well to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management*, *Course design*, *Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security and pastoral care are mostly well met. The accommodation offered is of a high standard and easily meets the needs of students. The leisure programme on offer is varied, interesting and well run and provides excellent opportunities for students to get the most out of their stay in Dundee and the UK. *Care of students* and *Accommodation* are areas of strength.

Safeguarding under 18s

Overall, the provision meets the section standard. A detailed safeguarding policy is in place and mandatory safeguarding training is given to all staff. Outside agencies are given the policy and must adhere to the safeguarding procedures of the university. However, parental consent forms currently do not give any details of the limits of care and supervision for under 18s and do not ask for medical consent.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

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

Comments

M1 There are very clear statements describing the goals of the wider university and EIS. EIS' operating principles are known by staff and are well integrated into the provision.

M3 Staffing levels are very generous. Staff are very experienced and succession planning is in place. A very clear organogram is in place and the unit's relationship with the wider university is documented. Job titles make roles evident and reporting lines are transparent.

M6 Comprehensive staff feedback is sought several times a year, which complements less formal and regular means of gathering feedback from staff, and there is evidence that changes are implemented based on it. Staff expressed the opinion that their views are valued.

M7 Excellent procedures are in place with reviews taking place after each module and taking into account staff and student feedback as well as changes to students' core subjects.

Staff management and development

Met

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

Met

M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.

Met

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

Met

M11 There are effective induction procedures for all staff.

Strength

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

Met

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

Strength

Comments

M11 Induction procedures are robust. Staff undergo a general university induction as well as a very detailed introduction to EIS.

M13 All staff have extensive CPD opportunities including internal mandatory training, courses linked to development goals for that year and external workshops.

Student administration

Area of strength

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

Strength

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

Strength

M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.

Strength

M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Met

M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Met

M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.

Met

Comments

M14 Staff are experienced in their roles and consistently receive excellent feedback from students, evidenced in the student focus group meeting and examples of completed feedback.

M15 Good systems are in place to ensure that students are directed to the correct person to advise them within the international office or EIS itself. Students receive comprehensive pre-course information. Good advice is given to students throughout their course in regular tutorials.

M16 Systems to enrol students are very clear and the implementation of student administration is very well managed. Student feedback on the enrolment process was very positive. Terms and conditions are written in accessible English.

Publicity	
	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of a website.

M25 There is no information made available through publicity on the care of students under the age of 18.

Premises and resources

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

Comments

P2 Premises are in a good state of repair and create a very positive impression as well as providing a very comfortable environment for students and staff.

P3 Classrooms are spacious, well equipped and provide a very suitable learning environment.

P6 There is ample space for staff. Offices are spacious and well equipped. Staff have access to a small kitchen and meeting rooms.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 Learning resources are of a very high quality and have been created in house to meet the specific needs of EIS' students.

P9 All classrooms are very well equipped with educational technology. Teachers receive ongoing and extensive training and support on its use.

P10 The VLE is populated with extensive resources for self study, with materials directly related to the course and core module a student is undertaking.

P11 Teaching and learning materials undergo extensive review after each module, taking into account student feedback, staff feedback and the content of students' core subject.

Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the organisation's context. The management team is very appropriately qualified and experienced and the teaching team has a very suitable professional profile. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.	
Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength
Comments	
T8 The management team provides excellent support to the teachers which is evidenced through staff feedback. T9 Observations take place several times a year and are based on clear and very appropriate standards. Very constructive feedback and development goals are provided. T10 Teachers engage with extensive and directed CPD which is linked to points raised from observations and appraisals.	
Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
T11 Course design is comprehensive and takes into account student profile and needs as well as content and assessment from students' core modules. T13 Courses are very regularly reviewed in light of the changing needs of learners and feedback from the learners, staff and other university faculties.	

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

Comments

T16 Procedures for evaluating, monitoring and recording students' progress are very robust with tutorials taking place weekly and extensive formative and summative assessment built into each course.

T17 Students undergo extensive needs analysis on an ongoing basis and are provided with excellent support to meet their objectives through the regular tutorials.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	Pre-sessional and in-sessional English

Comments

There were 10 teachers scheduled to teach in the week of the inspection; seven were scheduled to teach during the timescale of the inspection. All lessons observed were face to face.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Strength
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Strength
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Language used by teachers was appropriate to the level of students. Teachers provided accurate models and relevant contextualised examples to the context of the lessons as well as clear explanations. Teachers were able to deal well with students' questions about language.

T20 Content was based on lesson and course objectives, which are clearly linked to student needs. Lessons consisted of a coherent sequence of activities. Well-designed materials were used.

T21 Learning outcomes were expressed appropriately and shared with students. Outcomes were discussed again at the end of the session. Lessons also had links to work on the VLE.

T22 A very good range of teaching techniques was observed including concept checking, effective elicitation and questioning, nomination, instruction-giving and checking understanding of tasks. Lessons also included a good focus on linguistic features.

T23 Classrooms were well managed. Teachers demonstrated effective use of educational technology. Attractive handouts were included in lessons. Pair and group work were set up well and utilised as much as possible.

T24 Teachers provided praise and encouragement and monitored well. Timely feedback was provided on tasks and language used. Peer and self correction were utilised in lessons.

T25 Students were given opportunities to demonstrate they could use the target language and put what they learned in the lessons into practice and were reminded what they were learning.

T26 Students were fully engaged. Teachers showed very good rapport with the learners while providing a strong presence and carefully managing activities.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength

Comments

W2 Pastoral care is of a very high standard, both within the EIS and across the university. Students have access to a wide variety of help and support services run by staff trained and qualified to offer support in specific areas.

W5 Students receive clear and detailed pre-arrival information setting out different options, with associated costs of getting to the university from UK points of entry, as well as comprehensive information about all aspects of life in Scotland and the UK.

W6 The healthcare section of the student guide gives very clear information on how to access healthcare, and pre-sessional students receive tailored written information as part of their welcome/induction pack. Students are encouraged to register with a doctor and dentist during induction. The university has a health clinic which offers help with mental health issues, an onsite dental hospital, access to nurses and emergency treatment.

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

Comments

W7 The residence visited was of a very high standard providing a very comfortable living environment for students. Bedding packs and kitchen utensils can be provided and this is made clear to students in the accommodation information.

W8 Laundry facilities are on site; common areas are cleaned regularly and maintained to a very high standard. Students are responsible for cleaning their own living areas and this is clearly explained in the rental agreements. Frequent checks are carried out to ensure standards remain high.

W9 Regular inspections of all aspects of accommodation take place. Comprehensive records were seen and staff in the residences are trained in all relevant aspects of their work.

W10 The accommodation booking system is online. Students are given detailed information about the different options available to them, including distance from the teaching buildings and costs. A series of helpful videos have been created to enable students to make informed choices before they arrive.

W11 Multiple channels are available to students to raise any concerns or issues they are having with accommodation. Regular checks are made on their satisfaction and students are encouraged to report any issues to named residences staff. A specific residences team checks regularly on the welfare of all students

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
The university does not offer homestay accommodation.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
The relevant criterion in this area is fully met.	

Leisure opportunities	
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
<p>W19 Students are given information through multiple channels about what is happening on campus and locally. The EIS student experience lead contacts students regularly with information about local and university events, as well as organising events and excursions. Help is available for students wishing to book tickets for specific events.</p> <p>W20 The university offers a wide range of leisure, volunteering, sporting and buddying opportunities, as well as a specific range of outings and excursions organised for international students. The Students Union and the Global Room provide many opportunities for local and international students to meet socially.</p> <p>W22 Risk assessments are in place for all activities; however, they do not contain guidelines on how to respond to situations off campus where students may be at risk.</p>	

Safeguarding under 18s

Safeguarding under 18s	
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met

S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

No students aged under 18 were enrolled at the time of the inspection and typically numbers are very small, between one and three students in any intake.

S3 Parents and guardians must sign a consent form to say they are aware that their child is coming into an adult environment; however, no examples of the limits of care and supervision are given. There is no information about accommodation, travelling alone at night, evening activities or unsupervised time; medical consent is not asked for.

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	October 2015
Last full inspection	October 2019
Subsequent checks/visits (if applicable)	November 2021
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	N/a

State sector

Type of institution	University
Other accreditation/inspection	BALEAP

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	Kirkcaldy campus Ninewells campus

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	August
Full-time ELT (15+ hours per week) 18 years and over	2	55
Full-time ELT (15+ hours per week) aged 16–17 years	0	0

Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	400	400
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	402	455
Adult programmes: advertised minimum age	17	17
Adult programmes: typical age range	18–40	18–40
Adult programmes: typical length of stay	1 year	1 year
Adult programmes: predominant nationalities	Chinese, Thai, Nigerian	Chinese, Thai, Nigerian
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	10	15
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	10	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	3
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	3

Comments

The head of EIS normally teaches 4 hours per week, the deputy head of EIS teaches 7 hours per week and the pre-session manager teaches 8 hours per week.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	9
TEFLI qualification	1
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	10

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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	201	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	201	N/a
<hr/>		
Overall totals adults/under 18s	402	0
Overall total adults + under 18s	402	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in W22 and S3 have been addressed.

Points to be addressed

[This section will be sent to the provider for action planning but removed before the publication of the report]

Points which must be addressed within three months

Welfare and student services

W22 Risk assessments do not contain guidelines on how to respond to situations off campus where students may be at risk.

Safeguarding under 18s

S3 No examples of the limits of care and supervision of under 18s are given. There is no information about accommodation, travelling alone at night, evening activities or unsupervised time; medical consent is not asked for.

Other points to be addressed

Management

M25 There is no information made available through publicity on the care of students under the age of 18.

Action plan

It is a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted within six months of the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by 4 June 2025. However, action on any points to be addressed with a specific earlier deadline must still be submitted by the deadline given in the results letter.

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready to be assessed in the year following inspection and at any subsequent spot check or interim inspection.