

Organisation name	Dundee and Angus College
Inspection date	22–25 November 2021

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 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. However, evidence must be submitted within three months to demonstrate that weaknesses in W1 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Dundee and Angus College in November 2021. 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).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

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

Introduction

Dundee and Angus College is one of the largest further and higher education colleges in Scotland. It has three campuses, two in Dundee and one in Arbroath, with ESOL taught predominantly at one of the Dundee campuses. A number of part-time community ESOL courses are taught at one of four outreach centres.

The English Language Teaching and Training department (ELTT) comes within the business access and education sector, one of four sectors in the college management structure, each with a head of sector and four or five departments. Each department is then headed up by a head of curriculum and quality (HCQ). The HCQ for ESOL has overall responsibility for ELTT, which is also serviced and supported by various college functions such as student services, quality, learning resources, learner engagement, and human resources (HR). Two curriculum and quality leaders (CQLs) support the HCQ in academic management.

The inspection took the equivalent of two and a half days over four days. Due to the global pandemic, the inspection was conducted remotely. Meetings were held with the principal, the vice principal (curriculum and attainment), the head of sector (business, access and education), the HCQ (ESOL), the head of administrative operations, the acting team leader for curriculum support services, the HR manager, the two CQLs, the quality manager, the marketing team leader, the marketing manager, the head of estates, the learning and digital resources manager, the student services manager, and the learner engagement manager.

Focus groups were held with students and teachers respectively. A video tour of the relevant parts of the Gardyne campus was carried out. During the inspection, 15 of the 21 teachers timetabled were observed remotely, ten teaching face-to-face and five online.

Address of main site/head office

Dundee and Angus College, Gardyne Campus, Gardyne Road, Dundee DD5 1NY

Description of sites observed

Of the three campuses, only Gardyne was seen. The Kingsway campus is not used by ELTT, and the outreach centre in use during inspection could not be visited remotely because of poor connectivity.

The Gardyne campus is located a ten-minute drive from the centre of Dundee. Its main building is centred on a tall and spacious atrium that contains internal decks housing learning hubs (open-access computers and other learning resources). The library on the ground floor offers a range of differently configured study spaces. In addition to the classrooms and office accommodation that surround the atrium on three floors, there are a number of food and drink outlets and social areas. The campus also has extensive sports facilities; these include gymnasias and a swimming pool. The ELTT "corner" is on the third floor, and has access to six classrooms in total.

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

Comments

Full and part-time ESOL courses are offered, as well as Academic English.

Management profile

The HCQ ESOL reports to the head of sector, who in turn reports to one of two vice principals/directors of curriculum and attainment. The two CQLs and the teaching team report to the HCQ.

Accommodation profile

The college does not offer accommodation. Students who are seeking accommodation are referred to an accommodation guide. This gives helpful details of a number of student residences and lists accommodation agencies, but makes it clear that students should apply directly to the accommodation providers.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the age and needs of the students. Very good guidance and support in the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. 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.

Welfare and student services

The provision meets the section standard. The needs of students for safety and security are generally met, however, no recent fire drills have taken place. The pastoral care needs of students are well met and appropriate information is provided to them about aspects of life in the UK. Accommodation is not provided by the college. Leisure opportunities are well organised.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school and during leisure activities. The school has suitable safeguarding policies in place, and staff are trained in how to implement them. Although safer recruitment procedures are generally followed, there is a need to ensure that referees comment on the suitability of prospective staff to work with under 18s and for there to be two references on file for all staff.

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.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	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.	Met

Comments	
<p>The college has clear objectives and its strategic plan, mission and values are clearly set out and communicated. ELTT also has its own operational plan. The management structure is clear, and staffing levels are effectively managed, in particular through clearly understood and efficient ways of linking the provision into wider college teams and resources. The work of ELTT is well supported by very good communications and effectively enabled by good technology. College-wide knowledge of and support for the provision was evident. There is a clear cycle of continuous improvement drawing on information from staff and student feedback collected through a wide range of different channels. It is clear that feedback is scrutinised by the relevant staff members and acted upon.</p>	
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 regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met
Comments	
<p>There are good systems to ensure that staff are well inducted, supported and monitored, as well as given extensive opportunities for development. It is clear that staff feel valued and well supported, and benefit from welfare provision and a happy and rewarding work environment. Staff were unable to locate two references for one of the teachers; however, references were present for the other teachers, and it was clear that this was normal procedure.</p>	
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	
<p>Staffing levels and cover arrangements are appropriate. A range of languages is spoken within the team, and help, support, and advice is widely available through a range of different channels. There is also a dedicated team member for ELTT enquiries as required. Technology provides excellent support and information is easy for staff to retrieve. There are clear policies and procedures for dealing with complaints and student conduct.</p>	
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.	Met

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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

There is a website and information sheets for each course, which are downloadable from the website. Publicity is accurate, accessible, and well presented. The information sheets are consistently laid out for ease of reference.

Premises and resources

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

Comments

The Gardyne campus is well maintained and provides a comfortable and well-equipped environment for teaching and learning. Classrooms are well equipped with flexible furniture and good natural light. Facilities are extensive, and there is a range of food outlets and areas for relaxation, as well as water filling stations across the campus. Notices and signage are clear, and noticeboards and displays are plentiful, informative and effectively maintained. Staff also have appropriate space and facilities for work and relaxation.

Learning resources	Met
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.	Met
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.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

Both students and teachers benefit from a good range of well-organised and supported resources. Students buy a coursebook for their own use, and there is good access to digital resources for all. The college learning hub and library services provide a high level of additional resource, with excellent information, advice and support, and there

is also a very responsive helpdesk for technical issues. There are appropriate arrangements for regular review of resources.

Teaching and learning

Academic staff profile	Met
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.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

The academic staff profile is appropriate and the teaching team have a good range of qualifications, knowledge, skills and experience to meet the needs of their learners. The academic management team consists of three managers, of whom two are TEFLQ, and one is TEFLI. A rationale was provided for the TEFLI academic manager, and was accepted in the context of this inspection. He has extensive relevant experience, is well supported within the team, and is appropriately deployed.

Academic management	Met
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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

All aspects of academic management are carried out effectively. Support for teachers is good, and team members are very effectively facilitated in the process of supporting each other. Observation takes place regularly and teaching staff expressed their strong appreciation of the observation process. Peer observation is also encouraged and welcomed.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
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.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

Course design is based on stated principles and regularly reviewed. Students receive semester plans and course outlines, and receive good learning support. Tutorials as well as plans include a focus on learning strategies and independent learning. Integrated project work ensures that students are supported to develop their language skills in the local community.

Learner management	Met
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.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

Learners benefit from very strong support in all respects. Arrangements for placement and monitoring are clear and well organised, and group tutors use tutorials to build individual learning profiles with their students. Guidance on examinations is available, academic reports are produced and students have good access to relevant information and advice on further study in the UK.

Classroom observation record

Number of teachers seen	15
Number of observations	15
Parts of programme(s) observed	All

Comments

Of the 21 teachers (including the three academic managers) timetabled to teach during the week of the inspection, 15 were observed. Of those teachers not observed, one was off sick, and it was not possible to fit the other five into the observation timetable.

Teaching: classroom observation	Met
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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	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.	Met

Comments

T23 Teachers demonstrated sound knowledge and awareness, and generally provided appropriate models and examples. Some provided good explanations of language items as they arose, and some paid useful attention to aspects of pronunciation.
T24 Plans included detailed student profiles and both lessons and materials reflected student interests and cultural backgrounds very clearly.
T25 Learning outcomes were made clear and lessons were logically sequenced.

T26 Teachers were able to call upon a good range of teaching techniques as appropriate, including eliciting, clear instructions, checking questions, integrating skills work, and use of nomination.

T27 Interactive whiteboards were used with confidence and fully exploited as a resource in some cases. The online environment was well managed, and good use was made of digital materials and a good range of online tools.

T28 Teachers provided plentiful praise and encouragement as well as correcting errors that arose in the course of some activities. In some lessons, there was evidence of a systematic approach to correction.

T29 Lessons included review, and relevant short tasks to evaluate learning.

T30 Teachers had very good rapport with their students and made good use of personalisation and their knowledge of the group. Students were clearly very involved in their lessons and there was a purposeful and productive classroom atmosphere, with impressive energy and a high level of student contribution.

Classroom observation summary

The teaching observed met the requirements of the Scheme ranging from very good to satisfactory against the criteria, with the majority of the segments observed being good. Teachers demonstrated grammatical awareness and provided appropriate models. Lessons had been carefully planned with clear knowledge of students and with their needs and interests at the forefront. The techniques used were wide ranging and appropriate, and resources were managed very effectively in both face-to-face and online classes. Teachers had given thought to the evaluation of learning and feedback to learners and had created an atmosphere highly conducive to learning.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
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.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	N/a
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

Although the safety and security of students is generally ensured through premises and fire risk assessments and other arrangements, no recent fire drills had taken place on sites. The college has business continuity plans, including ones for managing pandemics, and dealing with major incidents on campus. Pastoral care is a shared responsibility between course tutors and designated keyworkers from the student services staff. ELTT students can access a full range of support services in a large number of areas, and support plans are devised for them when required. ELTT students receive advice on relevant aspects of life in the UK through inductions, the international student welcome booklet and the advice for international students' section of the college website. There is clear information about the healthcare provision that is available to students.

Accommodation (W9–W22 as applicable)	N/a
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	N/a
W10 Arrangements for cleaning and laundry are satisfactory.	N/a
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a

W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
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

The college does not offer accommodation, but helps students find accommodation when necessary and passes on relevant information through a student accommodation guide.

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

None.

Accommodation: other

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

Comments

None.

Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
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

The college's learner engagement team provides ELTT students with information about local events and activities through a number of channels including the college student app and online sites. Students have access to the sports facilities of the college, including the swimming pool and gym, and they can participate in events organised by the students' association. Some activities and trips enable ELTT students to visit national places of interest and to meet other students. When possible, group tutors organise half and full-day trips for their classes. Activities are well organised and are appropriately risk assessed.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met

S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	N/a
S7 There are suitable arrangements for the accommodation of students.	N/a
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

Under Scottish law, the age of adulthood is 16. The college accepts that they have a responsibility for the wellbeing of under 18s and recognises that international students under the age of 18 need additional help and support. The college only accepts students aged under 18 who reside with a parent, carer or legal guardian. At the time of the inspection three under 18s were studying on ELTT courses.

The college has a protection of children policy and a safeguarding policy for children, young people and adults at risk. Staff receive appropriate training as part of their induction and annual safeguarding updates. Although safer recruitment procedures are in place, including obtaining Protecting Vulnerable Groups (PVGs) suitability checks for all staff and taking up of references, referees are not asked to comment on the suitability of applicants to work with under 18s. In addition, there were not two references on file for all staff. Parents, guardians and carers can contact the college through a number of different communication channels; given the specific profile of enrolment, there is no 24-hour contact number.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2004
Last full inspection	2016
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	Teacher training, British Sign Language
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	FE College
Other accreditation/inspection	Education Scotland

Premises profile

Details of any additional sites in use at the time of the inspection but not observed	Dundee International Women's Centre, Dundee. Two or three classrooms used for outreach groups. Hilltown Community Centre, Dundee. Two or three classrooms used for outreach groups
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	In peak week: October (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	201	220
Full-time ELT (15+ hours per week) aged 16–17 years	3	3
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	124	150
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	328	373
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+ (16 if living with family or guardian)	18+ (16 if living with family or guardian)
Adult programmes: typical age range	18–50	18–50
Adult programmes: typical length of stay	32 weeks	32 weeks
Adult programmes: predominant nationalities	Polish, Bulgarian, Syrian, Spanish	Polish, Bulgarian, Syrian, Spanish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	18	18
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	15	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	18 (across college)	
Total number of support staff	15 (estimate)	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	3
Comments	

A rationale was provided for the academic manager without a TEFLQ qualification. In the week of the inspection the HCQ was teaching six hours, and can be timetabled up to 12 hours. The two CQLs were teaching 17 and 15 hours respectively. Both can be timetabled for up to 17 hours.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	10
TEFLI qualification	8
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	18
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	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	325	3
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s		
	325	3
Overall total adults + under 18s	328	