

Organisation name	Dundee and Angus College
Inspection date	1–3 March 2016

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

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in care of under 18s have been addressed.

Summary statement

The British Council inspected and accredited Dundee and Angus College in March 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

The large English language teaching department of this large college of further education offers courses in general English and ESOL for adults (16+) and for closed groups of adults (16+), and vacation courses for adults (18+).

The inspection report noted a need for improvement in the area of care of under 18s.

Strengths were noted in the areas of quality assurance, course design, learner management, teaching, premises and facilities, learning resources, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	February 2004
Last full inspection	November 2012
Subsequent spot check (if applicable)	February 2014
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Pre-service teacher training
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

State sector

Type of institution	College of Further Education
Other accreditation	Education Scotland

Premises profile

Address of main site	Dundee and Angus College, Gardyne Campus, Gardyne Road, Dundee, Scotland DD5 1NY.
Details of any additional sites in use at the time of the inspection	<p>Arbroath Campus, Keptie Road, Arbroath, Scotland DD11 3EA. There are two classrooms plus the Learning Hub used by ESOL learners and staff</p> <p>Dundee International Women's Centre (DIWC), Unit 9, Manhattan Business Park, Dundonald Street, Dundee, Scotland, DD3 7PY. Two classrooms are used by the college.</p>
Details of any additional sites not in use at the time of the inspection	Kingsway Campus, Old Glamis Road, Dundee, Scotland DD3 8LE.
Profile of sites visited	<p>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 building has been extensively renovated in recent years and provides modern facilities. 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 gymnasia and a swimming pool.</p> <p>The Abroath campus consists of three large buildings, two of them late Victorian, but extensively refurbished, and one relatively modern. They all provide comfortable teaching and office accommodation. The library is rather smaller than that at the Gardyne campus but is similarly well organised and managed. There is also a large learning technology suite.</p> <p>The DIWC is located on a small industrial estate some distance from the Gardyne campus. Two classrooms are used by the college. There is also a large common room with tea and coffee facilities, as well as a kitchen and a crèche.</p>

Student profile

	At inspection	In peak week: March (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	20%	20%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	231	231
Full-time ELT (15+ hours per week) aged 16–17 years	4	4
Full-time ELT (15+ hours per week) aged under 16	0	0

ESOL skills for life/for citizenship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The ESOL student body comes largely from other EU countries. A large majority of the students are established in the local community; others come to Dundee and Arbroath specifically to learn English. The college has an international office with an international recruitment co-ordinator but international recruitment has declined markedly with the introduction of new visa regulations in recent years. At the time of the inspection there was one international student studying ESOL and only a small number in other subject areas.

There is one full-time course, taught over two and a half days per week at the request of students, many of whom work or are otherwise engaged in the community. This course combines general English and ESOL and leads to Scottish Qualification Authority (SQA) examinations (mandatory) and other external examinations (optional). There are part-time courses at both campuses (which include IELTS and other external examination classes), and at the DIWC. A summer school is offered but has yet to recruit viable numbers of students.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
<i>Staying with own family</i>	0	4
<i>Staying with own family or in privately rented rooms/flats</i>	406	0
Overall totals adults/under 18s	406	4
Overall total adults + under 18s	410	

Introduction

The former Dundee and Angus colleges were merged into Dundee and Angus College in November 2013. It is one of the largest further and higher education colleges in Scotland with some 5,000 full-time and 15,000 part-time students enrolled. There are three campuses, two in Dundee and one in Arbroath, with ESOL taught at one of the Dundee campuses and at Arbroath; a number of part-time community ESOL courses are taught at the DIWC, one of four outreach centres.

One of the college's four directors of curriculum is responsible for the area *access and community*. This directorate contains four curriculum areas, one of which is Social Sciences and ESOL. Academic management for ESOL is provided by the academic head of the curriculum area and two course leaders who cover both the ESOL campuses.

The inspection took place over two and a half days with two inspectors. Meetings were held with the director of curriculum (access and community), the academic head, both course leaders, the head of organisational development, the quality manager, the marketing team leader, the administration manager, the international project and recruitment coordinator, the health and safety officer, two learning resource managers, the student services manager, the learner engagement manager, the sport and well-being officer, the accommodation and childcare manager, and an HR advisor. All 15 teachers were observed, and there were focus groups with teachers and students.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 Sampling identified the following issues: copyright information was not posted next to one of the photocopiers and a health and safety notice, though displayed, had not been completed. The institution should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M3 There were job descriptions for all posts, but the one for the accommodation and childcare manager did not reflect her current duties and the lecturer description was generic. Some, though not all, of the specific details for ESOL lecturers were contained in a person specification for the role.

M4 There are frequent course team meetings, most with an additional continuing professional development (CPD) element, and group tutor meetings; the group tutor is the lead teacher for a given group and co-ordinates the work of the teachers working with the group. The academic head has regular meetings with the director of curriculum, to whom he reports, and with the two course leaders, who form the academic management team with him. Meetings are minuted. ESOL meetings are held at both campuses where it is taught.

M5 There is a full suite of human resources policies in place.

M6 Qualification certificates and references were missing in some cases.

M7 There is a wide range of induction procedures covering the first day, the subsequent early weeks and the rest of the probation period. Comprehensive checklists are used to ensure that all the required information is provided.

M8 Review of performance activity is included in a new employee's first six months. If there are performance improvement issues identified, an action plan that may include CPD, mentoring, observation or other support is put in place. After this initial period, appraisal is on a voluntary basis.

M9 Staff and their managers work together on a voluntary basis to identify CPD needs and opportunities.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M11 Information is provided by the ESOL team and Student Services.

M13 Emergency details were included in all the student records sampled.

M14 Attendance is registered electronically and entered in *MyD&A*, the student portal, so that students can look back at their own attendance, and also in the student records available to staff. The latter generate reports of poor attendance. A series of three escalating letters drawing students' attention to poor attendance and its consequences is available. Most of the full-time ESOL students receive bursaries from the Scottish government; if attendance falls below 90% these are withdrawn.

M15 Students sign a learning contract (translated into a number of languages) and agree to class rules. They are made aware of the college's positive behaviour policy on its website. This is, however, couched in language that would not be easily understood by lower level learners.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 Nearly all the points to be addressed from the previous full inspection had been remedied.

M17 The previous end-of-course review has been replaced by self-evaluation as the course takes place. Inputs to this come from team meetings and review meetings; both are held at frequent intervals through the year. Course teams also give presentations of their course review processes at senior management meetings.

M18 Group tutors gather regular, informal feedback from students and check at an early stage if there are any problems; there are regular meetings of the student representatives for each class; there are two ESOL specific surveys of student opinion during the year; and there are two college-wide surveys of student opinion from which information relating to students in different fields, including ESOL, can be extracted. The college-wide surveys lead to *you said, we did* statements.

M19 The academic head collects feedback from staff informally and at team meetings. Issues are recorded in the minutes and followed up in emails. The college also conducts an annual employee survey using a third party online system that allows anonymised follow-up discussion threads.

M20 The college's complaints procedure has been drawn up on the basis of guidance from the Scottish Public Sector Ombudsman. It is included within *Providing us with feedback* in *MyD&A*. The form *Compliments, Complaints and Suggestions* can be submitted in a number of ways. Complaints and any action taken are recorded in the quality department.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M22 Information given on the website (the principal medium for publicity) is generally accurate and gives rise to realistic expectations, but the pages listing ESOL courses also give information about other courses available in the same department suggesting that they are similar, when often they are wholly dissimilar. This information was removed during the inspection.

M23 The course descriptions on the course web pages and on link pages were limited, undifferentiated and lacked

objectives. This was remedied during the inspection.

M24 Much of the required information was either absent or given inconsistently. This was remedied during the inspection. The stated maximum class size was exceeded in three groups.

M25 Much of the required information was either absent or given inconsistently. This was remedied during the inspection.

M27 Met but the publicity, while showing the range of leisure events available, does not indicate the frequency.

Management summary

The provision meets the section standard. Most aspects of management are rigorous and *Quality assurance* is an area of strength. There were some issues with publicity but most of these were resolved during the inspection. Copyright information was not posted next to one of the photocopiers and a health and safety notice, though displayed, had not been completed.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The Gardyne campus is of a very high standard, thanks to recent rebuilding and refurbishment. The Abroath campus, though parts of it are much older, is also of a high standard. Both provide an environment conducive to effective learning and teaching as well as for relaxing and socialising.

R2 The buildings are in an excellent state of repair and decoration.

R3 Classrooms at both campuses are spacious and comfortable. They are flexibly furnished.

R4 There are a good number of areas for relaxation. There are three food outlets at Gardyne and a refectory and a training restaurant at Arbroath. They provide food of reasonable quality at good prices.

R6 Full-time staff have their own desks in large and well-equipped workrooms; part-time staff share 'hot' desks.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R8 There are ample resources for teachers distributed between and in the campuses, for the most part located in the teachers' room and near the classrooms. There are full facilities for producing and reproducing materials.

R9 There are interactive whiteboards (IWB) in all classrooms. These are maintained by the in-house IT service department. Teachers reported that its staff responded instantly in cases when they were needed.

R10 There are good-sized areas for quiet study and self-access in the libraries at the two campuses and in the two learning hubs at Gardyne and the educational technology centre at Arbroath.

R11 Library staff introduce new groups of students to the facilities in the library and to the college virtual learning environment (VLE).

R12 Review of learning resources takes place in ESOL team meetings, mainly at the beginning and end of the

academic year. Teachers can suggest new materials at any time and, if a suitable rationale is provided, they are acquired. There is a budget for the acquisition of new materials, held by the academic head.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Students and staff work in wholly suitable, well-equipped premises and have an excellent range of resources to aid them. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T2 The academic staff has a strong profile. Of the 15 teachers, 12 are TEFLQ and three TEFLI.

T4 The academic management team consists of the academic head and the two course leaders. The former, though a qualified teacher, has no ELT/TESOL qualifications; the two course leaders are TEFLQ.

T5 A rationale was provided for the academic head. This was accepted as all the academic management duties that need to be carried out by a TEFLQ manager are carried out by the course leaders.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Staff preferences, experience, availability, expertise at a given level and expanding a teacher's range are all factors that may be taken into account when allocating teachers to courses. Gender is a further factor for the courses at DIWC.

T7 ESOL has six rooms in Dundee and two at Arbroath on which it has first call. Classes are timetabled in response to students' needs. Most are working or have other commitments in the community and the number of days for the full-time course has been reduced to 2.5 and classes are in three-hour blocks in accordance with their wishes.

T8 Cover is provided by part-time staff; if none is available, the course leaders cover if they can. If no teacher can be found, students go to the library or one of the learning hubs and are set course-related work.

T10 Support is provided by the course leaders who sit in the teachers' areas at both campuses. They also have drop-in sessions for both students and staff. Support is also provided through the team meetings, which have a professional development element, and the group tutor meetings. Internal verification sessions to help standardisation of SQA assessments are also held. The teachers felt extremely well supported.

T11 After the induction and probation period there are no mandatory observations, but teachers can opt to be observed by one of the course leaders. The ethos of the department is collaborative and supportive; records of past observations and a schedule of those to come suggest that nearly all teachers are observed by a course leader.

There is, however, no system for ensuring that all teachers are observed regularly.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The general principles of course design are from Education Scotland with ESOL refinements from ESOL Scotland. Most of the students are rooted in the community and their needs are reflected in the course design and in the SQA assessments that are a mandatory part of the course.

T13 Course design is reviewed using the real-time evaluation system and on the basis of feedback from students. Academic management is responsive to students as the reduction in the number of teaching days per week for the full-time groups indicates.

T14 Course outlines are available to students on the college's VLE.

T15 All courses have a one-hour per week independent-learning element and the VLE has links to further independent-learning opportunities; guidance is given in how to access and make best use of these. Library staff deliver study-skills sessions and students have frequent homework.

T16 All classes do project work which involves interaction with the community; they participate in college open days and job fairs; some do volunteer work, supported by the student association; and there is interaction with other departments, and their native-speaker students, within the college.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 The ESOL section uses its own placement test, interviews new students and requires a piece of writing from them. A skills test is carried out in the first week. Few students need to be moved.

T18 The initial assessments are kept by the group tutor who has one-to-one tutorials with students three times a year. A student development plan is formulated and updated in these meetings. Additional learning support is available for those students who need it.

T19 Students are required to take SQA examinations as part of their course. They can opt to do a relevant external exam if they wish and receive guidance if they request it.

T21 Reports are issued showing the SQA grades achieved and how much the student's language ability has improved. Details are also given of the projects undertaken.

T22 Students can attend college open days and HE fairs. There is a learner-guidance team in the library and taster sessions in college departments can be arranged by the learner-engagement team. Help is given with applications if requested.

Classroom observation record

Number of teachers seen	15
Number of observations	16
Parts of programme(s) observed	Full-time general, part-time general, examination preparation and community ESOL classes

Comments

One teacher was observed twice in order to observe all parts of the programme.

Classroom observation

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

Comments

T23 Teachers' knowledge of linguistic systems was sound and enabled them to exploit opportunities for broadening student awareness. Parts of speech were indicated and modelling by teachers was accurate. Knowledge of phonological systems was often demonstrated in oral practice, the marking of word and sentence stress and through the use of phonological transcription.

T24 There were detailed individual profiles of students but there was not always evidence that these had influenced planning through the incorporation of differentiation or the use of personal information.

T25 The unifying themes of lessons provided a coherent structure for them. There was careful staging, a focus on a range of skills and systems and an anticipation of possible learning difficulties. Objectives were consistently incorporated in plans but rarely made known to students. In some instances, they were framed as teacher rather than student objectives making them difficult to link to assessment.

T26 A wide range of appropriate techniques was seen. Amongst them were light-touch review of previous study, good prompting, deft and succinct instruction checking, good use of negative examples, personalisation, and the encouragement of autonomous learning. Pronunciation teaching was varied and excellent though choral drilling was not always followed by individual checks.

T27 Student management was effective with good use of pair and group work and students standing and moving to recombine. Coursebooks were used selectively and appropriately; there was frequent use of teachers' own materials; and online dictionaries were consulted on the IWB and on students' own computers when these were available. More imaginative use might have been made of IWBs, which were often used just for presentation and in lieu of classic whiteboards.

T28 Teachers were quick to give feedback when this was appropriate and in other situations used delayed feedback well. Peer correction and prompted self-correction were also used. Sometimes opportunities for correction were missed and there was over-acceptance of inappropriate student responses at times.

T29 Stage-by-stage evaluation of learning was built into all classes, using quizzes and other light-touch techniques. Homework was consistently set and checked.

T30 The learning atmosphere was relaxed and lively with students engaged in tasks that encouraged active and purposeful involvement. Teachers were quick to respond to questions from students. The level of language used was well judged in all cases.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to excellent with the majority of lesson segments observed being excellent or good. Knowledge of the linguistic systems of English was sound and teachers adapted their language to the level of their students. Lesson planning was detailed and thorough. There was a wide range of teaching techniques and interactions were well managed. Classroom resources were often managed well. There was very good rapport between teachers and students, which resulted in a high level of student engagement.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Courses are closely linked to the needs of students and are well managed. *Academic staff profile, Academic management, Course design, Learner management* and *Teaching* are all areas of strength. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W6 Transport and transfers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

W2 Pastoral support is available from three sources: the student's group tutor, the course leader and student services.

W3 Students are told to talk to their group tutors if they have a problem, and the tutor refers them to another member of staff if necessary.

W4 The college has a positive behaviour policy based on the notion of respect. The policy, which was produced with input from the student association, is on the student portal and widely publicised. The college has also begun to address its responsibilities relating to the Prevent strategy, which is seen as an aspect of safeguarding: a small number of key staff have participated in workshops to raise awareness of Prevent; the college is represented on a local Prevent subgroup; and steps are being taken to identify suitable forms of training and materials for staff and students.

W5 With very few exceptions, students are based in the local community. Student handbooks include telephone numbers for emergency services.

W6 The website gives information on forms of transport to Dundee from a variety of points of entry in the UK, but no costs are indicated.

W7 All students attend a course induction and practical information and advice are provided via the student portal. In addition, non-EU students are sent a welcome pack and attend an induction which includes an orientation tour and an opportunity to meet members of staff from central services and their own curriculum area. The information currently provided for non-EU students does not cover insurance or compliance with the law.

Accommodation profile

Comments on the accommodation seen by the inspectors

The college does not offer accommodation. Students who need 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 direct to the accommodation providers.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W24 Advice and written information, which is not yet online, are available on request.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W27 The learner-engagement team offer a wide range of opportunities (from volunteering and representation to sporting, cultural and social) for students to participate in college life and the community. A monthly programme of free trips to places of interest in Scotland is open to all students of the college and students in the focus group were very appreciative of this.

W28 Risk assessments are thorough. Ratios are appropriate and excursion leaders have a list of students' emergency contact numbers and any medication that may be required.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are met. *Leisure opportunities* is an area of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

The college accepts students aged 16 on its ESOL courses, but there are normally very few students of this age. At the time of the inspection, there were four students aged 16–17.

In some Scots legislation, such as the Children (Scotland) Act 1995, a child is defined as a person who has not reached his/her sixteenth birthday. However, in line with the focus in this section on safeguarding, the comments below are based on the Protection of Vulnerable Groups (PVG) (Scotland) Act 2007; Section 97.1 of this act defines a child as ‘an individual under the age of 18’. Where the college’s view of data protection legislation appears to be in conflict with this (see, for example, C6 and C7), the inspectors have given priority to safeguarding.

C1 The safeguarding policy defines a child in terms of the 1995 act, but also covers young people and adults at risk and is based on the principles of the Children and Young People’s (Scotland) Act 2014. The policy has been approved by a named assistant principal and the named student services manager is responsible for implementation.

C3 The ‘Support’ section of the website indicates the range of support services available to all students, but there is no statement in publicity or the application form about additional levels of care and support for students under the age of 18. The inspectors were told that information is typically provided in response to direct questions by parents/guardians at open days or enrolment.

C5 Students under the age of 18 are identified to teachers, all of whom have PVG checks.

C6 Students who have reached the age of 16 are regarded as adults by the college and therefore responsible for their own safety. Application forms do not state this and do not require the applicant or a parent/guardian to acknowledge their understanding of the limits on the college’s responsibility. Risk assessment forms prompt specific consideration of under 16s rather than under 18s, and although the preamble to the form makes it clear that staff are expected to take account of the potential risks to all students involved and under 18s are identified for activity leaders, there was no mention of special provision for under 18s in the examples of risk assessments seen.

C7 The college’s stated policy is to accept 16–17 year-olds only if they are living with a parent/guardian. The college maintains a record of students’ home addresses and an emergency or next of kin contact number. Since the parent/guardian is not required to sign the application or an emergency contact form there is no formal check that the student is actually living with a parent/guardian.

C8 Students supply an emergency/next of kin contact number (see C7), but the college does not provide an out-of-office-hours telephone number. Since all 16–17 year-olds are based in the local community, this criterion is judged to be not applicable.

Care of under 18s summary

The provision just meets the section standard. Although there is a safeguarding policy and measures such as staff training and PVG checks are in place, the interpretation of Scots law adopted by the college means that there are some weaknesses in relation to the criteria of the Scheme. There is a need for improvement in *Care of under 18s*.

