

Organisation name	University of Dundee
Inspection date	22–24 October 2019

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

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited the University of Dundee in October 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

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

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

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

## Introduction

University of Dundee became an independent University in 1967 and is home to more than 17,000 students and more than 3000 staff. Around 12000 of the students are involved in undergraduate studies and 25 per cent of the students are from outside the UK.

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 and a half days with two inspectors. All teachers timetabled during the inspection were observed and inspectors held focus groups with staff and students. Meetings were held with the vice principal education, the director of student services, the head and deputy head of EIS, the head of marketing and communications, the head of enquirer and applicant communications, the head of safety services, the senior engagement officer, the global student experience co-ordinator, the interim accounts receivable manager, the EIS administrator, the property asset and space manager, the acting co-director of the institute of sport and exercise, the residences officer and enquiry manager, the accommodation manager, the city manager, the enquiry centre co-ordinator, two residence clerical assistants, a librarian and the co-ordinator of the business school modules. One inspector visited one of the student residences.

## Address of main site/head office

English for International Students, 1 Airley Place, University of Dundee, Nethergate, Dundee DD1 4HN

## Description of sites visited

The EIS office is located on the main campus of the university. The university has two other sites, but no English language delivery takes place at these sites, so they were not visited. 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 is 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 checked="" 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 checked="" 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 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 14, 11 and six-week full-time pre-sessional courses in EAP, including a summer pre-sessional. A general English course has recently been introduced in the summer but it is small and does not represent the main focus of work. 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, Architecture, and Education and Social Work.

## Management profile

The current head of EIS has been in post for three years. In June 2019, a deputy head of EIS was appointed who currently manages the pre-sessional programme and line manages the temporary EAP tutors who are brought in during the busy summer period. The head of EIS currently line manages all permanent staff including the small administrative team. The head of EIS reports directly to the director of student services.

## Accommodation profile

Student residential accommodation is offered, and all first-year students are guaranteed accommodation if they request it. There are four university-owned residences: two on campus, one a five minutes' walk and one a twenty minutes' 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 seven 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. Induction processes are comprehensive, there are very good HR systems to support the provision and staff have excellent opportunities for continuing professional development. There is consistently good customer service in all parts of the university and students have very personalised advice and support services. *Staff management* and *Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The university campus provides an excellent environment for its students with high quality facilities for relaxation and the consumption of food. Students have a wide range of excellent resources at their disposal to support their learning. *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. Staff are experienced, very well qualified and have good support from the management team. Courses are well designed to meet the academic of the students and materials are very contextualised and of a high quality. Learners have high levels of support and guidance. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management*, *Course design*, and *Learner management* 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, pastoral care and leisure facilities and activities are very well met. Students benefit from well-managed student services and suitable accommodation. *Care of students* and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

No students under the age of 18 are accepted.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

**Comments**

M2 There are very clear management objectives. Evidence was seen of short, medium and long-term goals for the student services area and for the EIS unit within it. Objectives are mapped to the corporate plan and there is evidence that work is being carried out towards these stated objectives. Minutes of meetings demonstrate that progress against objectives is regularly monitored.

M3 There is a very clear and simple structure for the ELT operation. An additional management post has recently been added to strengthen the leadership team and re-grading has taken place to acknowledge appropriate levels of management responsibility. The bespoke administrative team has put in place robust administrative systems and provides a focused and personalised service to both EIS students and to the staff team.

M5 There are thorough systems for collecting student feedback but feedback on accommodation services in the early questionnaire does not provide the most useful information and needs to be reviewed.

M6 Staff provide regular feedback during meetings and there is a written feedback questionnaire at the end of the summer pre-sessional. There has been poor take-up of the written feedback and a simpler questionnaire might encourage more staff to complete this.

M7 Review systems are robust. EIS operates the quality review processes of the university and evidence was seen of comprehensive monitoring incorporating multiple data sources. There are clear action plans being implemented.

<b>Staff management and development</b>	<b>Area of strength</b>
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.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	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.	Strength

**Comments**

M10 There are excellent systems to support the recruitment and selection of staff and record checking. All staff records were in place and HR provide a business partner to work closely with the head of EIS and comprehensive training is provided.

M11 Induction processes are comprehensive both in terms of support for practical issues such as gaining access to university systems and also for familiarisation with the teaching materials and resources. Where possible, new staff are paired with an experienced member of staff to provide support and mentorship.

M13 There are excellent opportunities for continuing professional development linked to the appraisal system. Staff reported that EIS runs its own teacher development programme and staff are also supported to attend external conferences and to give papers. In addition, the university runs more generic training for staff across the institution which staff can sign up for. The administrative team had also received comprehensive training and development in dealing with international students.

<b>Student administration</b>	<b>Area of strength</b>
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
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

M14 Inspectors observed consistently good customer service in all parts of the university. Students reported that staff were very helpful and friendly. The enquiry centre, where students can go with any query, is easily accessible being located right next to the students' union in the centre of the campus. Staff were very welcoming and helpful.

M15 Students have a very personalised advice and support service from enquiry to enrolment. Pre-arrival they have one point of contact for all queries and during their stay they are provided with good advice and support through the strong links that have been established between the EIS team and other academic departments.

M16 Students are individually supported through the enrolment and payment procedures by the EIS administrative team and a team of trained student ambassadors.

<b>Publicity</b>	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.	Not met

#### Comments

The main medium of publicity is the university website and this is managed by the marketing and communications team. A number of leaflets and posters are used to advertise the in-session provision.

M29 The old Accreditation Scheme marque was still being used on the website. This was rectified during the inspection and is no longer a point to be addressed.

### Premises and resources

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

#### Comments

P1 The university campus provides an excellent environment for its students. It is compact and well appointed and its buildings are well maintained, clean and comfortable. The decor is very appropriate for a student population and there is good provision for students and staff with disabilities.

P3 There are a number of relaxation areas and food outlets for students. All are comfortable and welcoming and encourage students to socialise. Some areas have facilities for students to make tea and coffee and to heat up food. All areas have access to Wi-Fi.

P5 Signage is very clear, and it is easy to find your way around the campus. Noticeboards are attractive and building entrance halls and relaxation areas have digital display systems to provide information to students.

<b>Learning resources</b>	<b>Area of strength</b>
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.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### **Comments**

P8 All course materials are provided for staff and they are well organised and regularly updated and reviewed. In addition, there are class sets of materials and other teacher resources that staff can use to supplement the course materials. The library has a catalogue of ELT resources and journals that staff can also access.

P9 All classrooms are very well equipped with technology and staff stated that they were well supported by technical staff and had received good training.

P10 The university VLE is an integral part of the students' course and, in addition to the learning materials and student handbook, there is a range of bespoke academic reading and listening materials in specific subject areas that teachers can direct students to use. This allows them more tailored practice in their specific subject area.

### **Teaching and learning**

<b>Academic staff profile</b>	<b>Area of strength</b>
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

#### **Comments**

T2 All staff have a master's qualification as many of the students they are teaching are going on to study postgraduate programmes.

T3 All staff are experienced EAP teachers and have close links with the academic departments that their students will be progressing to. The in-sessional staff have all spent time observing the courses that they are working on and are consequently aware of the needs of their students.

T4 The academic management team are highly experienced EAP specialists and also have experience of leadership and academic management.

<b>Academic management</b>	<b>Area of strength</b>
T5 Teachers are matched appropriately to courses.	Strength
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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

**Comments**

T5 There is careful matching of EAP expertise to ensure that staff are appropriately deployed. There is encouragement to develop expertise by the pairing of experienced and less experienced staff. This also helps in the sharing of good practice.

T9 Staff are very well supported. The academic management team is available for support and guidance in addition to the weekly meetings that take place in teams. Induction provides guidance on the approach and methodology used in the classroom and all teaching materials are provided.

T10 A peer observation process is in place in addition to a management observation process. Staff were very positive about both of these initiatives. The observation template uses a competency framework and comments were insightful and supportive.

**Course design and implementation****Area of strength**

T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.

Strength

T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.

Strength

T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.

Met

T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.

N/a

T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.

Strength

T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

Met

**Comments**

T11 The approach to course design is that it is highly contextualised. There is a strong independent syllabus for each course, which is individually designed to reflect the future needs of the students in terms of the skills and subject knowledge they will need.

T12 Materials are of a high quality and are regularly reviewed in the light of teacher and student feedback and as a result of collaboration with academics from target departments. On in-session courses, reading materials and assessment tasks are taken from module guides to ensure they are appropriate and relevant.

T13 Students have written course outlines and detailed information about their course but some of this information tends to be written in academic jargon. Weekly schemes of work would help to provide more clarity to learning objectives and to the structure of the course.

T15 Study and learning strategies are integral to the course design and strong links are made with the course materials students are using and that they will be using in their future course.

**Learner management****Area of strength**

T17 There are effective procedures for the correct placement of students, appropriate to their level and age.

Met

T18 There are effective procedures for evaluating, monitoring and recording students' progress.

Strength

T19 Students are provided with learning support and enabled to change courses or classes where necessary.

Strength

T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.

N/a

T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.

Met

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.

Strength

**Comments**

T18 There are comprehensive systems for monitoring student progress. Students have a weekly 15-minute individual tutorial, complete a reflective log and report back on listening and reading material that they have completed each week.

T19 Bespoke readings and listening materials in their subject area are provided for students and monitored through the tutorial system.

T22 Students are closely guided through their progression to their individual courses. They have access not only to pre-sessional tutors but also to staff in their target departments.

### Classroom observation record

Number of teachers seen	15
Number of observations	15
Parts of programme(s) observed	Pre-sessional and In-sessional English

### Comments

None.

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 Most teachers showed sound knowledge and awareness of the use of academic English. They provided clear explanations and relevant examples and used clear and accurate models of spoken and written language. Little evidence was seen of phonological work or of board work that included helpful information such as parts of speech.

T24 Content was highly relevant to the overall learning needs of the students and materials were very appropriate and contextualised. Lesson plans were sound but did not fully reflect the individual needs of the students nor demonstrate how to accommodate different learning styles and cultural backgrounds.

T25 Learning outcomes were highly relevant but not always made clear to the students. Activities were sequenced well and referred back to previous lessons and also forward to homework and assessment tasks. Few lesson plans showed anticipated problems.

T26 A range of teaching techniques was seen in most segments. Questioning techniques were strong and there was some evidence of concept checking. Some lesson segments were very teacher focu-ed and students were not given sufficient opportunity to produce long turns of speech.

T27 Overall, teachers controlled the learning environment well but in some of the segments, instructions were not clear, and students were unsure of the task and/or how to complete it. All teachers used technology confidently but, in some lessons, better use could have been made of the whiteboard. In some segments seating arrangements did not encourage interaction.

T28 All teachers monitored activities competently and, in the good segments, feedback was provided and well integrated into the lesson. Evidence was seen of good feedback being provided for written work. Less feedback was seen on oral activities.

T29 The course materials provide on-going evaluation tasks but in a number of segments it was not always clear whether students had successfully completed the task. Many of the writing tasks were collaborative and in the best segments this was managed well so as to encourage peer-to-peer evaluation and learning.

T30 Students were generally engaged, involved and motivated and interactions were positive. In the best segments, teachers really listened to student contributions and responded by including their ideas into the lesson. Some classes were a little dry, but all students were working purposefully.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with most segments being satisfactory. Teachers displayed a good knowledge of academic English and presented clear models for students to follow. Content was very well chosen for the overall needs of the students but more attention

could have been paid to individual student needs. Classroom activities were mainly coherent and purposeful, although some students needed more clarity on the specific learning objectives of the activities. Teaching techniques were limited in range and rather teacher focused but questioning techniques were good and technology was used confidently to enhance learning. Teachers monitored activities well but there was insufficient correction of oral mistakes to help students and to promote learning. Most teachers had an appropriate presence in the classroom and managed their classes in an engaging way, although some group work could have been better managed.

## Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

### Comments

W1 There are very robust systems in place to ensure the safety and security of students throughout the campus and in the residences. For example, there are trained security staff, fire wardens and marshals; regular fire evacuation drills are held for all buildings.

W3 Pastoral care is provided to a high standard. The global student experience co-ordinator is available for support; when necessary, she can refer students to the more specialised counselling services available in the university. There is a university chaplaincy and dedicated spaces for observance of different faiths.

W7 An excellent service is provided by staff at EIS, in the Enquiry Centre, and the Students' Union. Information, advice and, if required, specialised legal services are readily available.

W8 The provision for health care is very good. Students have access to the university first aid provision and health services which include free dental treatment. Students are helped to register with a local doctor.

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

### Comments

W9 Bedding and towels are not provided. However, this is made clear in the joining instructions and students can purchase a bed pack in advance or on arrival.

W10 Students are responsible for cleaning the flats and for their own laundry, but the stairwells are cleaned weekly.

<b>Accommodation: homestay only</b>	
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**

The university does not offer homestay accommodation.

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

#### **Comments**

The applicable criterion in this area is fully met.

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

#### **Comments**

W23 Students are well informed about, and encouraged to take advantage of, the wide range of university social, cultural and sporting facilities, events and clubs.

W24 In addition to the excellent facilities and activities available to all students at the university, a programme of events and trips is arranged for pre-sessional students by EIS staff.

W27 All supervising staff have appropriate experience and are first aid trained. Many have specialised sports qualifications.

#### **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 2015
Subsequent spot check (if applicable)	November 2016
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

**State sector**

Type of institution	University
Other accreditation/inspection	N/a

**Premises profile**

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	Kirkaldy Campus Ninewells Campus

**Student profile**

	At inspection	In peak week: November (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	46	70
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	500	500
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total ELT/ESOL students shown above</b>	546	570
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	18
Adult programmes: typical age range	18–40	18–40
Adult programmes: typical length of stay	6 weeks – 1 year	6 weeks – 1 year
Adult programmes: predominant nationalities	Chinese	Chinese

**Staff profile**

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	13	16
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	9	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	

Total number of support staff	Many university staff	
-------------------------------	-----------------------	--

### 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	0
Total	2
Comments	

The two academic managers taught two hours each during the week of inspection.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	13
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	13
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	13	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	0	N/a
Staying in privately rented rooms/flats	33	N/a
Overall totals adults/under 18s	46 (full-time pre-sessional students only)	N/a
Overall total adults + under 18s	46 (This does not include the 500 in-sessional students who are on various courses across the university)	