

Organisation name	East London Community College
Inspection date	2 December 2025
Current accreditation status	Accredited
Reason for spot check	Routine: newly accredited institution

**Recommendation**

We recommend continued accreditation. The next inspection falls due in 2028; there are no grounds for bringing this forward. Evidence must be submitted within three months to demonstrate that weaknesses in T2 have been addressed.

**Changes to the summary statement**

The need for improvement in publicity and learning resources can now be removed.

**New summary statement**

The British Council inspected and accredited East London Community College in December 2024 and December 2025. 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).

This private language school offers courses in general English and ESOL to adults (18+).

Strengths were noted in the area of strategic and quality management.

The inspection report noted a need for improvement in the area of academic staff profile.

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

**Summary inspection findings****Management**

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's stated goals and values and publicity. The structure of the organisation is well established, and communication is very good, as are the mechanisms for monitoring and reviewing performance. Student administration is carried out effectively. *Strategic and quality management* is an area of strength.

**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. The range of learning resources available is sufficient for the needs of the students, and guidance on their use is adequate.

**Teaching and learning**

The provision meets the section standard. The academic staff team does not have a professional profile appropriate to the context. Course design and learner management are effective. Teachers receive good support, and overall, courses are managed to meet the needs of the students. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Academic staff profile*.

**Welfare and student services**

The provision meets the section standard. The needs of the students for pastoral care and information are met. Students benefit from well managed student services.

**Safeguarding under 18s**

No students under the age of 18 are accepted.

**Declaration of legal and regulatory compliance**

Sampling of documentation revealed issues in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

### Organisation profile

Inspection history	Dates/details
First inspection	December 2024
Last full inspection	December 2024
Subsequent checks/visits (if applicable)	December 2025
Other related non-accredited activities (in brief) at this centre	Level 2 Certificate in Hospitality and Catering Principles (Food Production and Catering), funded by the Greater London Authority (GLA). This programme is fully accredited by iCQ Awards.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Student and staff profile	At inspection	Estimate at peak: October
Total ELT/ESOL student numbers (FT + PT)	15	15
Minimum age (including closed group or vacation)	18	18
Typical age range	18–65	18–65
Typical length of stay	26–50 weeks	26–50 weeks
Predominant nationalities	Bangladeshi and Indian	Bangladeshi and Indian
Total number of teachers on eligible ELT courses	3	3
Total number of managers including academic	2	3
Total number of administrative/ancillary staff	2	3

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	0
Academic managers without TEFLQ qualification or three years' relevant experience	2
Total	2
Comments	

One academic manager is TEFLI with a significant number of years' experience in ELT and ESOL. The other academic manager holds a number of teaching and further education qualifications, but no ELT qualifications.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	1
ATEFL portfolio in progress*	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	0
Holding specialist qualifications only (for ESP/CLIL)*	0
Alternative professional profile*	1
Total	3
Comments	

Includes the TEFLI academic manager who is timetabled to teach every week.

### Premises profile

Address of main site	149-151 Commercial Road, London, E1 1PX
Additional sites in use	N/a

Additional sites not in use	N/a
Sites inspected	149-151 Commercial Road, London, E1 1PX

## Introduction

### Background

East London Community College (ELCC) was founded in March 2016, and is located in Whitechapel, East London. Courses are predominantly for students aged 18 to 65 studying general English or ESOL. Students are recruited from overseas and locally through agent and direct bookings. The college does not cater for under 18s and does not offer any leisure programme or accommodation to students.

Since the last inspection, ELCC secured Greater London Authority (GLA) funding in August to introduce catering and hospitality courses. The management structure remains consistent, and a new teacher has been appointed since December 2024. All learners are now registered with the local library and new materials have been acquired for the ESOL programme. A comprehensive review of the college's policies and procedures, including recruitment, has been completed.

### Preparation

The spot check was carried out by one inspector. The inspector contacted the provider in advance to check if there were any dates which would not be suitable and when key staff would be present. The Accreditation Unit sent the inspector relevant documents. The inspector looked at the ELCC website.

### Programme and persons present

The inspector arrived at 10.45 and left at 14.30. They had meetings with the director of studies, head of administration, class teacher, a group of students and the marketing executive. A tour of the college was held with the head of administration. Upon arrival, the inspector requested a range of documents, which were provided.

## Findings

[Findings are reported in the following section and in the Action taken on points to be addressed.](#)

The Management, Premises and resources and Teaching and learning sections all included areas which were identified as needing improvement in the December 2024 report.

### Management

The inspector carried out a full evaluation of the college's publicity (website). The college has amended its website in accordance with all of the points to be addressed from the December 2024 inspection. However, it was found that some of the images used do not accurately represent the college's premises and resources.

### Premises and resources

The inspector carried out a full evaluation of the college's learning resources. The college has reviewed resources for students and staff and a resources policy has been developed. The review and update of student resources has resulted in a more coherent offer. However, the resources for teachers remain inadequate.

### Teaching and learning

The academic staff profile was identified as an area requiring improvement in the previous report. The college has since developed a recruitment and support policy, which provides a clear rationale for the current teaching team and outlines the support provided by the college. The teaching staff comprises a course lead who holds a TEFLI qualification, one teacher who is TEFLQ, and another teacher with an alternative professional profile who is currently working towards a TEFLI qualification.

The college has not appointed a TEFLQ-qualified academic manager. A rationale was requested for the non-TEFLQ academic management team during the inspection, and this was provided shortly after the inspection. The rationale provides details of relevant skills and experience of the academic management team in regard to ESOL, and some relevant deployment in relation to administrative duties. However, the lack of a TEFLQ academic manager to work in areas including (but not limited to) course design and teaching observation means that the rationale cannot be accepted.

### Declaration of legal and regulatory compliance

During the inspection, it was noted that the majority of learning resources utilised were either sourced from the internet or copied from published texts. The college's photocopying licence was found to have expired at the time of the inspection. The inspector recommended that the college seeks professional advice and clarification concerning its legal obligations in regard to photocopying.

## Management

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

#### Comments

The college's main source of publicity is its website. There is also a prospectus which is shared with international students and their representatives.

M21 Some of the images used on the website do not accurately represent the provision, specifically the premises and resources.

### Premises and resources

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Not 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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P8 There are insufficient reference materials and supplementary resources for teachers.

### Teaching and learning

<b>Academic staff profile</b>	Not met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

#### Comments

Overall, the academic staff team has a professional profile (qualifications and experience) that is not appropriate to the college's context. While the teaching staff is suitably qualified and experienced, the academic management team does not include a suitably qualified person.

The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

#### Action taken on points to be addressed

##### Management

M10 Some staff files are incomplete, missing references and signed and dated qualifications.

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**Partially addressed. Qualifications are now verified and references are in place for most staff. However, there are a small number of references for staff still missing.**

M17 Some students' files do not include next of kin or emergency contact details.

**Addressed. Students' next of kin and emergency contact details are collected at the start of the course and recorded on the college's database.**

M21 The website advertises a number of programmes which are not run, including online and blended courses.

**Addressed. The section of the website outlining courses has been updated ensuring that only courses that are run by the college are now advertised.**

M22 There are several inaccuracies in the language used on the website. In addition, the language used is too complex to be accessible to readers at level B1 of the Common European Framework of Reference.

**Addressed. The language has been corrected, moderated and simplified to ensure that it is accessible. Key information is available in the languages spoken by the college's students.**

M27 Teachers are described as highly qualified, which is not reflective of the staff profile.

**Addressed. Each teacher has a profile published on the website with their own qualifications detailed.**

### **Premises and resources**

P7 Classes are dependent of uncoordinated photocopies for students, and there is no system for the filing or recording of the copies.

**Addressed. The college has developed a course folder for every course. The folder includes a scheme of work, lesson plans and teacher and student resources.**

P8 There are insufficient reference materials and supplementary resources for teachers.

**Not yet addressed.**

P10 There are insufficient independent learning resources available to meet course objectives and students' needs.

**Addressed. The college has put in place a library with readers and other resources available to students. In addition, students have been enrolled at the local library and are taken there by their teacher to choose and borrow books for independent study.**

P11 There is no policy in place for the review and development of resources.

**Addressed. A full and appropriate policy is now in place.**

### **Teaching and learning**

T1 The recruitment and support policy is not sufficiently well devised and implemented.

**Addressed. The policy has been developed to include a clear statement of course objectives and students' needs. There are principled recruitment specifications linked to the context and a structured support policy relevant to the needs of the academic staff team is outlined and implemented.**

T2 No member of the academic management team holds the required level of qualifications.

**Not yet addressed.**

T3 One teacher without suitable qualifications or experience is not suitably supported.

**Addressed. There is one teacher without suitable qualifications, but they are supported appropriately by colleagues and the academic management team, as per the recruitment and support policy.**

T9 Teacher observations have not been carried out by a TEFLQ academic manager.

**Not yet addressed.**

### **Welfare and student services**

W1 The emergency plan lacks sufficient detail and is not made known to all staff or students.

**Addressed. There is a clear detailed emergency plan in place. Relevant details are shared with students and staff during induction and via SMS at the start of their course as well as through video displays and signage throughout the building.**

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## **Conclusions**

The college has built on its good practice from 12 months ago and has also made improvements in most of the points to be addressed identified in the previous report. However, the college has not appointed a TEFLQ academic manager. This has a detrimental impact on the academic management and support and must be remedied as soon as possible.

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## **Items requiring early action**

Evidence must be submitted within three months to demonstrate that weaknesses in T2 have been addressed.

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