

Organisation name	Trent Education Centre, Nottingham
Inspection date	18–19 March 2026

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 safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<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 accreditation with a spot check in the first 18 months.

**Summary statement**

The British Council inspected and accredited Trent Education Centre Nottingham in March 2026. 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 English language teaching department of this college of further education/institute of higher education offers courses in ESOL for adults (18+).

Strengths were noted in the areas of premises and facilities, academic management, learner management and teaching.

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

**Introduction**

Trent Education Centre (TEC) was founded in 2012 by the current Director and CEO. The organisation operates three study centres located in Nottingham, Birmingham, and Leicester. Among these, the Nottingham centre is the only one that offers English language programmes, which are delivered at a separate site from the main college premises. The TEC Head Office (HO) is also based at the Nottingham college.

From 2019 until March last year, TEC partnered with another provider who was responsible for delivering English language courses. This contract ended last year, and since January this year TEC has taken full responsibility for delivering ESOL and Functional Skills courses through its English centre. At present, TEC only recruits international students who are already in the UK/ based in the UK.

The inspection was conducted by two inspectors over one and a half days. Meetings were held with the director/CEO, the executive principal, the director of studies (DoS), the programme leader, the marketing executive, the student services/safeguarding head, the head of admissions/centre manager, the head of compliance, the admissions officer, the accounts manager and the student services officer. Separate focus group meetings were held with teachers and students. All teachers timetabled to teach during the inspection were observed.

### Address of main site/head office

Trent Education Centre, 16 Castle Boulevard, Nottingham NG71FL

### Description of sites visited

The English centre premises are located in central Nottingham and occupy a two-storey building. On the ground floor, there are a reception area, three classrooms, two further conference/classrooms, a common room, breakout areas, and a student kitchen. There is a large separate space designated for a crèche, which is not currently in use.

The first floor contains five offices, an additional classroom, a staff room, an IT laboratory, a library, and a boardroom that can also function as a classroom. Toilet facilities are available throughout the building.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

ESOL (Entry level to Level 2) and Functional Skills English (Levels 1 and 2).

### Management profile

The director/CEO serves as the managing director of the TEC organisation and holds overall responsibility for all three colleges. The three head office (HO) departments—operations, compliance, and quality—are overseen by their respective heads of department. The head of quality also fulfils the role of DoS.

At the English centre, the DoS and the programme leader are jointly responsible for the academic management. The DoS manages the tasks requiring TEFLQ status and the programme leader, who is not TEFLQ, manages the administrative tasks as well as offering ongoing support to teachers. Student support officers and administrative staff are managed by the centre manager.

### Summary of inspection findings

#### Management

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

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide a very comfortable environment for study and relaxation. There are good measures in place to ensure the safety and security of students. There are appropriate resources available and guidance on the use of these resources is provided for staff and students. *Premises and facilities* is an area of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) wholly appropriate to the context. Teachers receive good guidance and development opportunities to ensure that students are very effectively supported in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed exceeds the requirements of the Scheme.

*Academic management, Learner management, and Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard. Pastoral care and information is of a good standard and the leisure provision is appropriate to the current student numbers and profile. Students benefit from well-managed student services, including a modest range of out-of-class activities. Accommodation is not offered.

### 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.	Not met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

### Comments

M2 Although the strategic and governance plans for the wider TEC organisation are clear, there are no clear plans in place for the development of the English provision, or strategic planning for the recruitment of international students.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

**Comments**

M8 HR policies are clearly communicated to staff. Staff feedback shows they feel very well supported and they value working in a friendly environment.

M10 Although the requirement for two references is clearly stated in the recruitment policy, references were missing from most staff files.

**Student administration**

Met

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

Strength

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

Met

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

Met

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

Met

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

Met

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

Met

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

Met

**Comments**

M14 Consistently positive feedback from students highlights staff as extremely approachable and helpful, with clear examples of them going the extra mile.

**Publicity**

Met

M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.

Met

M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.

Met

M23 Publicity gives clear, accurate and easy-to-find information on the courses.

Not met

M24 Publicity includes clear, accurate and easy-to-find information on costs.

Not 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.

N/a

**Comments**

The main medium of publicity is the TEC website, which has a separate section for English Courses.

M23 Although publicity generally gives clear information about the courses, self-study sessions are included in the 'taught' hours, and holiday dates are not given until the time of application. This was amended just after the inspection and is no longer a point to be addressed.

M24 The booking fee cost is not given until the time of application. This was amended just after the inspection and is no longer a point to be addressed.

**Premises and resources****Premises and facilities**

Area of strength

P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.

Met

P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.

Strength

P3 Classrooms and other learning areas provide a suitable study environment.

Strength

P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

### Comments

P2 The premises provide a very comfortable environment. They are very well maintained, with regular and thorough decorating and maintenance checks. Toilets and all other areas are spotlessly clean throughout, and there is ample space for students outside class time.

P3 Classrooms provide a very suitable study environment. They are spacious and quiet, benefit from good natural light, and have flexible furniture.

P6 There is a spacious staff room, along with separate, appropriate, and comfortable spaces for management and administrative roles. A separate staff kitchen is also available and is well equipped for preparing and heating food.

<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.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

### Comments

P9 There is a good range of educational technology in the classrooms, which is well maintained and used regularly and confidently. Immediate technical support is also available.

## Teaching and learning

<b>Academic staff profile</b>	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

The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. Both the academic managers and the teachers are suitably qualified and experienced for their roles.

The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile. The policy results in a well-balanced academic team that is well suited to the courses, and financial support is available for staff to upgrade their qualifications.

<b>Academic management</b>	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a

T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met

#### Comments

T5 Cover arrangements for absent teachers are very suitable. The programme leader is not timetabled to teach and there is also a floating teacher available.  
T8 Teachers are very well guided and supported by the DoS and the programme leader, neither of whom are timetabled to teach. Feedback from teachers was extremely positive about the support they received.  
T9 Arrangements for the observation and monitoring of teachers are very effective. Observations inform the CPD programme and teachers reported appreciation of the observation process and the detailed feedback.

#### Course design and implementation

	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

#### Comments

T12 Both courses are designed to help students to use the language in their day-to-day lives outside the classroom and include a wide range of strategies, topics and activities focused on this objective.

#### Learner management

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

#### Comments

T16 Both courses include comprehensive procedures for evaluating, monitoring, and recording students' progress. Assessment is reliably linked to external reference points and individual progress is reviewed in tutorials.  
T17 Students are helped to identify their learning needs during scheduled weekly self-study and one- to-one sessions. Each student has an individual learning plan.

#### Classroom observation record

Number of teachers seen	3
Number of observations	5
Parts of programme(s) observed	ESOL and Functional Skills English

#### Comments

Two teachers were each observed by both inspectors and one teacher was observed once by one inspector.

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

### Comments

T19 Teachers on the whole produced clear and accurate models of language and were able to respond effectively to students' questions about language.

T20 In all lessons, the content was tailored to meet the needs of the students and the class, aligning with the course objectives. Differentiation, based on individual learning plans, was appropriately planned and delivered for every stage of the lesson.

T21 In all lessons teachers made the intended learning outcomes known to students very clearly and explicitly. There was a clear link between learning outcomes and activities.

T22 A wide range of appropriate teaching techniques was used by all teachers very confidently. These included sensitive nomination and questioning, eliciting and prompting, and the development of skills and sub skills.

T23 Teachers generally managed the classroom environment and resources effectively, and handled technology competently.

T24 Generally teachers used a range of correction techniques that included on-the-spot, delayed, peer and self-correction. Positive feedback was used appropriately.

T25 Most teachers included activities which gave both themselves and students the opportunity to evaluate learning.

T26 All teachers promoted a positive and inclusive learning atmosphere. They clearly demonstrated their awareness of their students' specific needs and interests, and students remained actively engaged throughout the lessons.

### Welfare and student services

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

### Comments

All relevant criteria in this section are fully met.

Accommodation (W7–W18 as applicable)	N/a
All accommodation	

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

#### Comments

No accommodation is offered.

#### Accommodation: homestay only

W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

#### Comments

None.

#### Accommodation: other

W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

None.

#### Leisure opportunities

W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

#### Comments

All criteria in this section are fully met.

#### 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	18–19 March 2026
Last full inspection	N/a
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	ATHE levels 4 and 5 extended diploma in Business Management
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Nottingham Study Centre, Leicester Study Centre and Birmingham Study Centre.

#### Private sector

Date of foundation	2012
Ownership	Name of company: Trent Education Centre Ltd Company number: 07959722
Other accreditation/inspection	ASIC

#### Premises profile

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

#### Student profile

Student profile	At inspection	Estimate at peak
	At inspection	August
<b>ELT/ESOL students (eligible courses)</b>		
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	20	250
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>20</b>	<b>250</b>
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	18–55	18–60
Adult programmes: typical length of stay	6–30	6
Adult programmes: predominant nationalities	British, Pakistani, Others (Spanish, Romanian, Somali, Sudanese, Mauritian, Iraqi, Filipino, Afghan).	Saudi Arabian, Omani, Emirati, Qatari, Pakistani, British, Romanian.
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

<b>Staff profile</b>	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	3	8
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	3	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	2	

### 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	1
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	2

#### Comments

Academic managers are not timetabled to teach.

### Teacher qualifications profile

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

#### 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	N/a	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 in own home, with own family or in privately rented rooms/flats	20	N/a
Overall totals adults/under 18s	20	N/a
Overall total adults + under 18s	20	