Spot check report

Organisation name	UK College of English
Inspection date	13 August 2026
Current accreditation status	Accredited
Reason for spot check	Signalled: monitor effect of change

Recommendation

We recommend continued accreditation. The next inspection falls due in 2029; there are no grounds for bringing this forward.

Changes to the summary statement

No changes need to be made to the summary statement, apart from adding the date of this inspection.

New summary statement

The British Council inspected and accredited UK college of English in April 2025 and August 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 for details).

This private language school offers courses in general English for adults (18+) and young people (16+), and for closed groups of under 18s.

Strengths were noted in the areas of staff management, student administration, learning resources, academic management, course design, and learner management.

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. Detailed plans for the future of the organisation are in place, and staff management systems are very effective. Student administration is well organised, but there were a number of issues with publicity. These were addressed during the inspection.
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 premises provide a very secure and comfortable environment for students and staff. Teachers benefit from a wealth of well-organised resources.
Learning resources is an area of strength.

Teaching and learning
The provision meets the section standard and exceeds it in some respects. The profile of the academic team is entirely suitable, and academic management systems are efficient and supportive. Course design is organised in such a way as to support teachers in its effective delivery, and students benefit from excellent support. The teaching met the requirements of the scheme.
Academic management, Course design, and *Learner management* are areas of strength.

Welfare and student services
The provision meets the section standard. The school provides its students with appropriate pastoral care and information. The school offers a range of accommodation, which is well managed. The leisure programme is well designed to meet the needs of the students.

Safeguarding under 18s
The provision meets the section standard. There is a clear and comprehensive safeguarding policy and staff are well trained to implement it. Overall, there is appropriate provision for the safeguarding of students under the age of 18 in the school, on leisure activities and in accommodation but parental consent forms lack clarity on the level of care provided, and some risks associated with shared premises have not been adequately assessed.

Declaration of legal and regulatory compliance
The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	18–20 February 2020
Last full inspection	7–8 April 2025
Subsequent checks/visits (if applicable)	N/a
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

Student and staff profile	At inspection	Estimate at peak: July
Total ELT/ESOL student numbers (FT + PT)	36	180
Minimum age (including closed group or vacation)	12	12
Typical age range	25-34	16-25
Typical length of stay	4 weeks	1–2 weeks
Predominant nationalities	Turkish, Brazilian and Spanish	Turkish, Brazilian and Spanish
Total number of teachers on eligible ELT courses	6	17
Total number of managers including academic	3	5
Total number of administrative/ancillary staff	2	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	2
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	3
Comments	
Academic registrar – TEFLI qualified with 10 years' teaching experience, 6 years with UKCE.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	6
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*	0
Total	6
Comments	
None.	

Premises profile	
Address of main site	Eastgate House, 40 Dukes Place, London EC3A 7LP
Additional sites in use	N/a
Additional sites not in use	N/a
Sites inspected	Eastgate House, 40 Dukes Pl, London EC3A 7LP

Introduction

Background
UK College of English (UKCE) is part of a larger organisation offering courses in business and computing at six sites across London. UKCE is located in a six-storey building near Liverpool Street in the City of London. The school shares the premises with its sister organisation, UK College of Business and Computing (UKCBC). The college offers general English. IELTS preparation and OET courses are also offered. Courses for closed groups of junior students (12+) are also run throughout the year. This was a signalled spot check to assess changes to leadership.

Preparation
The spot check was carried out by an inspector who was not involved in the 2025 inspection. The inspector contacted the centre in advance to confirm suitable dates and the availability of key staff. The Accreditation Unit provided relevant documentation, and the inspector reviewed the UKCE website.

Programme and persons present
The inspector arrived at 10.45 and departed at 14.45. Meetings were held with the centre manager (CM) and the head of academic delivery (HAD), who is also the designated safeguarding. Focus group meetings were held with a group of students and a group of teachers. Upon arrival, the inspector requested a range of documents, all of which were provided.

Findings
Findings are reported in the following section and in the Action taken on points to be addressed.

Management
There have been changes to the centre's leadership since the last inspection. The previous CM left in the first half of 2025, and the academic lead stepped in to cover until a new CM was appointed in August 2025. UKCE sits within the wider UKCBC organisation, and the centre manager reports to one of the UKCBC directors, though most day-to-day decisions are made locally. The management team – the HAD, the operations manager and the head of marketing – meet formally with the CM once a week, generally to a fixed agenda, and action points are recorded. Care has been taken to transition the new CM into the team smoothly and build relationships with staff since their appointment. Management have identified training, increased safeguarding training, professional progression, and digital and AI training as key priorities. Communication is supported by weekly academic and teacher meetings, and student feedback is reviewed monthly. Staff feedback is gathered quarterly, most recently a few weeks ago. There is evidence of the recording and analysis of feedback, as well as action being taken in response to it.

Teaching and learning
There has been a change in academic leadership since the last inspection. The previous HAD left the organisation in September 2025 and was replaced by their deputy, who has been with the organisation for ten years and stepped up from a part-time role, having already been carrying out some academic management duties. The academic management team – the head of academic delivery and their deputy – are both TEFLQ, and the teaching team includes six TEFLI teachers. Teacher development sessions are held twice a month, with a break over the summer. Summer teachers have had drop-in observations, and all teachers have been formally observed. Induction is thorough: documentation, including contracts and links to Prevent and safeguarding training, is completed in advance, and new staff are then taken through a full day covering a tour of the site, resource rooms, the teacher handbook. Course design has remained largely stable, with the main change being the switching of coursebooks from the morning to the afternoon slot.

Action taken on points to be addressed
Points from the previous full inspection and/or subsequent spot checks or interim visits with comments (in bold) to indicate how far these have been addressed.

Welfare and student services
W19 No evidence was seen that students are informed of relevant social, cultural or sporting events.
Addressed. A noticeboard of monthly events has been developed. The school's website includes a 'Live London' section with information about social, cultural and sporting events.

Safeguarding under 18s
S3 Parental consent forms lack appropriate clarity on the level of care the school can provide.
Addressed. The consent form has been updated to include detailed information about levels of care in a variety of different situations.
S5 The risks posed by junior students sharing the premises with adult students have not been adequately assessed or mitigated.
Addressed. A risk assessment has been developed, with risks identified and mitigated. The mitigating actions have been shared with staff, students, group leaders and parents to ensure that appropriate measures are in place and that consent for such arrangements is given.

Conclusions

The changes in management have been carried out in a structured fashion, which has ensured continuity and minimal disruption to students and staff. The new CM is carrying out their duties appropriately, ensuring that the standards of the Scheme are maintained. The new HAD delivery already had extensive experience of the College previously and has therefore transitioned into the role very effectively. Academic matters are very well managed, and leadership have addressed the points to be addressed from the previous report comprehensively.

Items requiring early action

None.

Report expires 31 March 2030