

Organisation name	UK College of English, London
Inspection date	7–8 April 2025

Section standards	
Management 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
Premises and resources 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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.	Met

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited UK College of English in April 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 for details).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+), and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of staff management, student administration, learning resources, academic management, course design, and learner management.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The UK College of English (UKCE) is part of a larger organisation offering courses in business and computing at six sites across London. In 2023, the college moved from central London to Liverpool Street in the City of London area. At that time, evening classes were still run in the central London premises, but this is no longer the case.

The inspection lasted one and a half days. Meetings were held with the chief legal and operations officer, the head of academic delivery, head of operations and systems, business development manager, procurement manager, and social activities coordinator. Separate meetings were also held with groups of students and teachers. All teachers timetabled during the inspection were observed, and one inspector had virtual meetings with two registered accommodation providers.

Address of main site

Eastgate House, 40 Dukes Place, City of London, London EC3A 7LP

Description of sites visited

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 UKCE office/teachers' room is located on the first floor, which also includes a number of classrooms. The basement floor comprises a student common room, as well as classrooms, a library and IT suite, a multi-faith prayer room and the school's IT department. On the ground floor, there is the main reception which leads to lift and stair access to all other floors. In addition, there is a student's relaxation area and an auditorium. Floors two to four comprise classrooms which are used by UKCE and UKCBC. UKCE has access to three to 14 classrooms depending on the time of year. There is a staff relaxation area and kitchen on the fourth floor. The fifth floor is used exclusively by UKCBE. There are men's and women's toilet facilities on each floor.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" 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 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

The college offers general English courses of 15 hours per week in the mornings, 12 hours per week in the afternoons, or an intensive programme of 27 hours per week including both mornings and afternoons. IELTS preparation and OET courses are also offered, although the latter has not run in the last 12 months. Evening classes of four hours per week are also available but have not run for some time. One-to-one classes are also offered. Courses for closed groups of junior students (12+) are also run throughout the year.

Management profile

The chief legal and operations officer is responsible for the overall running of both UKCE and UKCBC. The head of academic delivery, head of operations and systems, business development manager, and procurement manager all report to him. The day-to-day running of UKCE is mainly the responsibility of the head of academic delivery, who is assisted by an assistant head as well as an academic registrar. The current assistant head is providing maternity cover.

The head of operations and systems works remotely, but all other members of the non-teaching team work part of the week in the office and part from home. The schedule is arranged to ensure that the office is always staffed.

Accommodation profile

The provider offers homestay and residence accommodation for students aged 16 to 17 and adults. All accommodation is managed by two British Council registered agencies. At the time of the inspection, one adult student was in a homestay.

Summary of 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

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.	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.	Strength
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 Clear objectives for the future of the organisation are in place. The objectives are closely aligned with the college's values, and progress is monitored effectively.
M6 Staff are provided with a number of formal channels for feedback, including surveys, appraisals, and exit questionnaires. Appropriate action is taken in response, and this is recorded in feedback meeting minutes.
M7 The review of systems and processes with a view towards continuous improvement takes place on an annual basis and includes multiple forms of reference, including student and staff feedback as well as financial considerations. The self-evaluation for inspection purposes was completed in considerable detail.

Staff management and development	Area of strength
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 ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
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.	Strength
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.	Strength

Comments
M10 Recruitment processes are thorough and have procedures for each stage. The organisation has a human resources coordinator to oversee the process. Staff files were complete.
M12 Appraisal procedures are robust with a focus on target setting as well as highlighting good performance. There is a useful focus on development needs, which feeds into the provision of CPD.
M13 CPD is well established, and records show that non-teaching staff have accessed a broad range of training. Staff are very engaged with their development, and good use is made of existing expertise within the team.

Student administration	Area of strength
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.	Strength
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.	Strength

Comments
M14 Providing excellent customer service is a high priority at the college. This was confirmed by recorded feedback as well as students in the focus group.
M18 The policy on student attendance is very clear. Follow up is swift and record keeping is very good.
M20 Students receive useful information on whom to see if they have a problem and how to make a complaint. This is supported by student-friendly posters in classrooms and evidence was seen of effective follow up action taken when an official complaint is received.

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.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Not met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
Publicity comprises a website and a number of social media platforms. The website is the main form of publicity. M23 Although all the required information on courses was found, the website contained some contradictory information regarding age limits and lesson length. This was amended during the inspection and is no longer a point to be addressed.	
M24 Most of the required information on costs was easily accessible, but no information on the accommodation fees was included. This was amended during the inspection and is no longer a point to be addressed.	
M26 An accurate description of accommodation and associated services was missing from publicity. This was added during the inspection and is no longer a point to be addressed.	

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Met
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.	Met
Comments	
P1 The safety and security of students is well provided for with security at the entrance and patrols of the building. Useful information regarding safeguarding and fire exits is provided to visitors on arrival.	
P2 The premises are attractive, in a very good state of repair and cleaning is carried out throughout the day. The building benefits from two lifts.	

Learning resources	Area of strength
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.	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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P8 Teachers are provided with a wealth of well-organised physical materials. as well as company subscriptions to online resources.	
P9 A good range of educational technology is in place and was used confidently during lesson observations. IT support is available on site, and the provision is well maintained.	

Teaching and learning

Academic staff profile	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 college's context.	
The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
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.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
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.	Strength
Comments	
T4 The matching of teachers to courses is done sensibly, taking both teachers' experience as well as their development needs into consideration. Giving long-term students exposure to a range of different teachers is also ensured.	
T5 Cover teaching is well managed to minimise negative impact on students with effective handover procedures which include lines of communication. As well as a number of cover teachers who are available for pre-arranged cover, the majority of the non-teaching staff are qualified to teach if needed.	
T7 Academic induction procedures are very thorough, well documented, and include the opportunity to observe existing teachers.	
T9 There are a number of monitoring procedures in place, including full formal as well as drop in observations. The latter are carried out for both development and quality control purposes. Observation reports show that a supportive and constructive approach is taken which was confirmed by teachers in the focus group.	
T10 CPD procedures are very effective for teachers. Sessions often arise out of needs identified during observations and appraisals, and teachers are encouraged to deliver sessions not only in their areas of strength but also in areas where development is needed. Opportunities to observe peers are also offered.	

Course design and implementation	Area of strength
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.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
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
T11 Course design is based on clear principles and is primarily coursebook based. Teachers are provided with good support with regard to linking the coursebook to the syllabi, as well as adapting materials to the specific needs of their classes.
T13 There is a formal documented process for the review of course design. Student and staff feedback are central to the process.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
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.	Strength

Comments
T15 Placement procedures are very effective and include the testing of all four skills. Classes were largely homogenous and students in the focus group felt that they were in the correct level.
T17 Students are provided with a lot of help to identify their learning needs through needs analysis at enrolment and the tutorial system thereafter.
T18 The college provides an academic counselling service for students. This includes support for students who may wish to study for an exam or go on to mainstream UK education.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	General English group classes, one to one.

Comments
None.

Teaching: classroom observation	Met
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.	Met
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 Mostly accurate models of language were provided. Although there was some incorrect modelling of language in isolated segments, very clear explanations and examples were provided in the majority.
T20 Very detailed student profiles were seen for all classes, and the content as well as the staging of the lessons was appropriate in all cases.
T21 Intended learning outcomes were well framed on lesson plans, and mostly well expressed to students. In stronger segments, these outcomes were also referred to during later stages of the lesson.

T22 A good wide range of teaching techniques was seen in all classes. This included the use of elicitation, checking of concepts, checking of instructions, time limits, nomination, effective monitoring, and drilling of new language.

T23 The classroom environment was managed effectively. Good use was made of visual aids and technology to enhance learning, and resources were appropriate.

T24 In most cases, students received timely and appropriate feedback, but opportunities to correct the pronunciation of target language were sometimes missed. Overall, however, a confident use of various error correction techniques was seen. Praise was given appropriately.

T25 Checking of learning was seen in all cases and included the use of short review tasks and quizzes. In the strongest segments, repeated referral to previous learning was effectively employed.

T26 All teachers created a very lively and engaging learning environment. Even where class numbers were small, energy levels were high, the pace was good, and rapport was excellent.

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.	Strength
W6 Students have access to adequate health care provision.	Met
Comments	

W5 Student and group leaders' handbooks provide up-to-date extensive and useful information on relevant features of life in the UK. Students in the focus group commented positively on the extent of the information given.

Accommodation (W7–W18 as applicable)	Met
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

All criteria in this area are fully met

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

Comments

All criteria in this area are fully met.

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
All applicable criteria in this area are fully met.	

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.	Not 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.	Strength
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	
<p>W19 No evidence was seen that students are informed of relevant social, cultural or sporting events.</p> <p>W21 The leisure programme is well organised with briefings and itineraries before each trip. Feedback from teachers and students is proactively sought and acted on if appropriate. Handouts are used to enhance the students' experiences.</p>	

Safeguarding under 18s

Safeguarding under 18s	
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	

At the time of the inspection, there were no under 18s enrolled. The provider estimates 30 students aged 16 to 17 will be enrolled on adult courses in the peak season. The school also offers closed group programmes for students aged 12 to 17 throughout the year.

S1 The safeguarding policy is clearly written and comprehensive. It is well supported by practical protocols on incident reporting and disclosure.

S2 Excellent summaries of the safeguarding policy are provided in all school literature and made known to all stakeholders. Staff are well trained, and students are given age-appropriate information on safeguarding.

S3 Parental consent forms, while detailed in many respects, lack appropriate clarity on the level of care the school can provide.

S5 The risks posed by junior students sharing the premises with adult students have not been adequately assessed or mitigated.

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	February 2020
Last full inspection	February 2020
Subsequent spot check (if applicable)	July 2023
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

Private sector

Date of foundation	2011
Ownership	Name of company: UK College of English Company number: 604568
Other accreditation/inspection	N/a

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	At inspection	In peak week: (2023)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	23	72
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	1	12
Part-time ELT aged 16–17 years	0	30
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	24	114
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	18	18

Junior programmes: predominant nationalities	Spanish	Spanish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	25–34	25–34
Adult programmes: typical length of stay	4 weeks	4 weeks
Adult programmes: predominant nationalities	Turkish, Japanese, Thai, Spanish and Colombian	Turkish, Japanese, Thai, Spanish and Colombian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	7
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	2	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	2
Comments	
Academic managers were not scheduled to teach any lessons during the week of inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualifications	0
Total	5
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	1	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0

Staying in privately rented rooms/flats	23	0
Overall totals adults/under 18s	24	0
Overall total adults + under 18s	24	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in S3 and S5 have been addressed. The required evidence was subsequently submitted.