

Organisation name	Malvern House, London
Inspection date	23–24 October 2024

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 Malvern House, London in October 2024. 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 and professional English for adults (18+), general English for young people (16+) and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, premises and facilities, academic management, course design, learner management, care of students and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Malvern House was established in 1999. Malvern House International is the holding company for Malvern House schools in London and Manchester and junior provision under the Language in Action brand. All three are separately accredited. There is also a university partnership scheme operating in London. A new principal is being sought for the London school; in the meantime, the head of operations is acting as interim school manager with the director of studies doubling as deputy school manager.

At the time of inspection, eight General English classes were running in the morning as well as one professional English class and two examination preparation classes. Skills and subject specific modules were taking place later in the day.

The inspection took place over two days. The inspectors held meetings with the head of operations/interim manager, the director of studies/deputy manager, the assistant director of studies, the admissions manager, the marketing director, the ELT marketing executive, the accommodation manager, the social programme co-ordinator and both student services officers. Focus group meetings were held with teachers and students. One inspector remotely visited three homestays. The inspectors observed the nine teachers who were teaching during the inspection.

Address of main site/head office

200 Pentonville Road, London N1 9JP

Description of sites visited/observed

The school is located on one floor of a modern office block accessed by lift or stairs from a ground floor lobby, a five-minute walk from Kings Cross station. The premises consist of 19 classrooms, an open-plan student lounge, a study centre, a teachers' room, and offices for academic managers and administrative staff. There is also access to a very large outside courtyard area shared with a neighbouring student residence.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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

Courses offered include 15, 20 or 25 hours of general or business English or IELTS preparation per week with optional modules in general, academic and professional English.

Management profile

The admissions, sales and deputy managers report to the interim manager/head of operations. The deputy manager is also the director of studies (DoS); the student services and teaching team report to him, as does the assistant DoS.

Accommodation profile

The provider offers adult students bed and breakfast, self-catering and half-board homestay accommodation in single rooms organised by both British Council registered agencies and through the school itself. Adult students can also book ensuite rooms with shared kitchen in residences again via British Council registered agencies or with the school's managed residence. Students aged 16 and 17 can only book half-board homestay accommodation.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision clearly operates to the benefit of its students, and in accordance with the organisation's stated goals, values, and publicity. *Strategic and quality management* and *Staff management* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very attractive, comfortable, and professional environment for work and relaxation. There are sufficient learning resources for both students and teachers. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The professional profile of the academic staff team is appropriate and teachers benefit from good support and guidance. Courses are well designed and structured to ensure that students are effectively supported in their learning. The teaching observed 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 and exceeds it in some respects. The school provides its students with a very good level of pastoral care. The school offers a wide range of comfortable, friendly and conveniently located accommodation, which is well managed. The leisure programme is designed to meet the needs of the students and is very well managed. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school, and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy, and staff are appropriately trained to implement it.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 There are succinct, clearly and attractively presented statements of the school's mission and values. These are widely distributed through handbooks, at inductions and on noticeboards. Managers were able to relate the goals to their current context.

M2 There are detailed, well-considered plans that are clearly related to the organisation's goals.

M5 There are numerous opportunities for student feedback to be collected: through end-of-first-week interviews, termly student surveys, end-of-course questionnaires and student representative meetings held each spring and autumn. This feedback was seen to be acted on.

M7 Robust and comprehensive review systems, processes and practices are in place, not least an exemplary self-evaluation based on British Council inspection criteria.

Staff management and development	Area of strength
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.	Met
M11 There are effective induction procedures for all staff.	Strength
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.	Strength

Comments

M8 Malvern International has an in-house human resources partner who also serves the London school. Her influence is clearly seen in the scope and professionalism of the HR policies.
M11 There are thorough induction procedures for all staff, including the provision of mentors, opportunities for observing and shadowing colleagues and access to a wide range of detailed handbooks.
M13 There is a comprehensive CPD policy to meet compliance and job specific training which is recorded and tracked. Mandatory, generic CPD is accessed from an external provider. There are support programmes for newly appointed staff.

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.	Not met

Comments

M14 There was consistently good feedback from students. Good cover procedures are in place and customer service was supported by investment in comprehensive IT packages and good access (including training) to these for relevant staff.
M20 Information about how to make a complaint is made available to students, most recently via a QR code, but action taken on issues raised was not always recorded.

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.	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.	Met

M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The Malvern House website is the principal source of publicity but social media channels are also used.

M21 Information about the rank of the school and the quality of its teaching was not always substantiated or accurate. This was rectified during 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.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P2 Premises are in a very good state of repair, cleanliness and decoration. There is a lift and ample space for students' relaxation and self-study.

P4 The common room is large and well equipped for student relaxation. It contains vending machines, cold and boiling water and two microwaves.

P5 Signage is good and there is particularly good display of information on well-positioned, clearly zoned and attractively designed noticeboards.

Learning resources	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.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P10 Teacher feedback to students and notices in classrooms give advice on self-study materials and sites. The school has a self-study centre which was seen to be well used during the inspection; it has an extensive range of graded readers and other learning materials.

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 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.

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.

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.

Met

Comments

T5 There is a nominated teacher ready to cover absences on site and both the DoS and the ADoS are available if further cover is required.

T7 The academic induction for new teachers is extensive, well documented and supported by checklists. Recently appointed teachers reported that there were no gaps in the information provided. A mentor is assigned to each new teacher.

T9 There is at least one formal observation annually and a number of drop-in 'buzz' observations. These serve in the monitoring and development of teachers and inform the CPD programme.

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.

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

T11 The course design and structure is clearly consistent with stated pedagogic principles, which focus on a communicative approach and acquisition of language skills and systems through structured exposure to contextualised content. Each syllabus has a clearly stated set of objectives and rationale.

T12 Teachers link classroom activities to real life scenarios and connect topics/tasks with things students can do in London where possible. Class folders include a 'weekly recommendations and reviews' section based on topics covered in the lessons. The social programme integrates linguistic objectives, which is why, as standard, the activity leaders are teachers.

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.

Met

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
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Comments

T16 There are weekly informal tests and a formal monthly test with recorded results. The school has recently introduced an exit test that parallels the placement test to give an indication of progress made.
T18 The school provides examination preparation classes and feeds some students into its NCUK link with a London university. Link staff can advise on progress to mainstream education.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	Main course general English, examination preparation classes and optional modules.

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.	Met
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.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
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 Generally, clear models of target language were given and explanations of lexis and grammar were good. In some instances, models of target language were poorly pronounced.
T20 Student profiles were good and in stronger segments lesson content was very relevant to students' lives and needs. In other segments the content was not specifically relevant.
T21 In nearly all lessons, staging was appropriate and logical and often there was verbal reference to desired outcomes. In a few cases there was no written or verbal reference to what should be achieved by the end of the lesson.
T22 A wide range of techniques was demonstrated in stronger segments including pre-teaching, elicitation, drills, correction and concept checking. Instructions were clear and effective, and activities were given time frames. In weaker segments, a more limited range of techniques was seen.
T23 Interactive whiteboards were used competently and confidently, and students were organised effectively into groups and pairs when this was appropriate.
T24 In most segments observed, students were closely monitored and given individual feedback. In stronger segments, feedback encompassed pronunciation, appropriacy and accurate use of language while in weaker segments there was insufficient correction.
T25 In most cases opportunities were provided for students to demonstrate what learning had taken place. In a few segments there was explicit reflection on what students had learnt in the current and previous lessons. In weaker segments, no time was provided for understanding whether the target language had been understood.
T26 In all classes, there was a positive, purposeful, yet relaxed and inclusive learning atmosphere. Teachers had an obvious knowledge of students' personalities and paced lessons well. Learners were actively engaged with the topics and activities and were clearly enjoying their lessons.

Welfare and student services

Care of students	Area of strength
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.	Strength
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.	Strength
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.	Strength
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.	Met
W6 Students have access to adequate health care provision.	Met
Comments	
<p>W1 The emergency plan is robust, practical and comprehensive. A useful, sensitive summary for all staff and students is clearly shown on noticeboards; activity staff are regularly briefed on its contents.</p> <p>W2 All staff are encouraged to be proactively aware of the need for pastoral care. Relevant staff are appropriately, formally trained and experienced. Students in the focus group commended the school on its welfare provision.</p> <p>W3 There are clear policies and procedures on anti-bullying which are displayed on noticeboards and in the student handbook. All staff are involved in framing policies and promoting an ethos of tolerance and respect.</p>	
Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
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.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W12 The homestay agreement gives a clear, comprehensive and practical guide to all aspects of hosting, written in accessible language.	
<i>Accommodation: homestay only</i>	
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.	
<i>Accommodation: other</i>	
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 criteria in this area are fully met.

Leisure opportunities	Area of strength
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.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
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.	Strength
Comments	

W19 Suggestions on how to get the most out of London and the UK are presented in a motivational way on noticeboards around the school. The information is kept current and relevant.
W20 The programme offers a wide variety of activities six days a week. Planning ensures students on longer courses are appropriately catered for.
W21 Students are provided with interesting handouts, and always accompanied by members of the teaching team. Feedback is sought from students and evidence was seen that this is acted on.
W23 The activity programme co-ordinator is highly experienced in planning and running excursions and activities.

Safeguarding under 18s

Safeguarding under 18s	Met
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.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	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.	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	

The school enrolls students aged 16 to 17 on its adult programmes. At the time of the inspection there were three such students. In the peak month, August, the provider estimates 172 students aged 16 to 17. The school also offers closed group programmes for students aged 12 to 15 if accompanied by a group leader.

S1 There is a comprehensive safeguarding policy in place giving clear rules and guidance to everyone in the organisation. It is supported by manuals, codes of conduct, and in inductions for both staff and students.

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	2003
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	NCUK foundation course (Malvern University Partnerships)
Other related accredited schools/centres/affiliates	Malvern House Manchester, Language in Action
Other related non-accredited schools/centres/affiliates	Malvern University Partnerships: UEL International Study Centre

Private sector

Date of foundation	1999
Ownership	Name of company: Malvern House International Limited Company number: 03648076
Other accreditation/inspection	ISI

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	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	August
Full-time ELT (15+ hours per week) 18 years and over	59	121
Full-time ELT (15+ hours per week) aged 16–17 years	3	172
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	17	8
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	79	301
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–65	16–65
Adult programmes: typical length of stay	6 weeks	2 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Italian, Taiwanese, Brazilian, Turkish, Japanese	Saudi Arabian, Italian, Taiwanese, Brazilian, Turkish, Japanese

Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Italian, Brazilian, Chinese	Italian, Brazilian, Chinese

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	9	20
Number teaching ELT 20 hours and over a week	7	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	0	

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	0
Total	2
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	8
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	9
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
Arranged by provider/agency		
Homestay	6	0
Private home	0	0
Home tuition	0	0
Residential	7	0
Hotel/guesthouse	0	0

Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	3
Staying in privately rented rooms/flats	63	0
Overall totals adults/under 18s	76	3
Overall total adults + under 18s	79	