



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER
EDUCATION COLLEGES AND ENGLISH LANGUAGE SCHOOLS**

EXTENDED MONITORING VISIT

MALVERN HOUSE LONDON

(Company Registration Number – 03848072)

Full Name **Malvern House London**

Address 200 Pentonville Road, London, N1 9JP

Company name Malvern International PLC

Telephone Number 020 7520 0470

Email Address malvern@malvernhouse.com

Website www.malvernhouse.com

Principal Ms Uma Gunasilan

Proprietor Malvern House International Limited

Age Range 16+

Total number of students 32

Numbers by age and type of study

16 – 17	4
18+:	28
FE only:	32

Inspection date **19 March 2026**

PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits and Extended Monitoring Visits of private further education colleges and English language schools. The focus of the visit is to confirm that the quality Standards reported at the last full inspection are being maintained.

The ISI is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through Student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges and, by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features;
- (iii) an investigation of the financial viability of the college or its accounting procedures;
- (iv) an in-depth investigation of the college's compliance with employment law.

An extended monitoring visit is for those colleges found at the last inspection to have met or exceeded the quality Standards for Educational Oversight. Inspectors will make judgements on progress against any action points and recommendations made at that time. The inspection will not examine all other Standards in detail but will sample to confirm that previous Standards have been maintained and that there are no contrary indicators to those quality judgements. Inspectors will also consider the impact of any material change reported since the last inspection.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Malvern House London forms part of Malvern House International Limited (MHIL). MHIL is owned by Malvern House Group Limited (MHGL), which is a subsidiary of Malvern International Plc.
- 1.2 The college is located in central London. It offers the International Foundation Year (IFY) programme with six pathways which include Accounting and Finance, Business and Management, Computer Science, Engineering, Humanities and Social Science and Nursing. The principal has responsibility for the academic provision and delivery of courses, supported by the Centre Manager who oversees the management of the site.
- 1.3 The college's aim is to prepare international students for success at university and in their professional lives and it has very recently undergone a range of strategic changes to its provision. This includes stopping the provision of general English language courses in February 2026 and focusing entirely on university foundation programmes. There is a reduction in student numbers compared with the previous inspection. The new principal has been in post for approximately two months at the time of the inspection.
- 1.4 At the time of the inspection there were 32 students studying. The large majority were over the age of 18 years. Students originated from a wide range of countries such as the United Arab Emirates, Nigeria and China. All students were studying under Student visa arrangements. No students were identified as having special educational needs and/or disabilities (SEND).
- 1.5 The college has two enrolment points in September and January. Students enrolling at both entry points complete their studies in the summer, with those enrolling in January receiving a greater amount of contact time with teachers and following a more intensive programme. Entry is based on meeting specific academic and language entry requirements. Homestay accommodation is available for students should they require it.
- 1.6 This monitoring visit has been extended due to a change of principal. For this reason, Section 5 of the Educational Oversight Framework will be examined in detail.
- 1.7 The college was most recently inspected on 26 to 27 November 2024, when it met all Key Standards and the quality of education was judged to meet expectations.
- 1.8 The recommendations from the previous report are:
 - Improve the punctuality of students to avoid loss of learning time and disruption to classes commencing after breaks.
 - Develop the skills of teachers in managing group activities so that students consistently participate fully and equally in activities in all lessons.
 - Provide regular tutorials for all International Foundation students so that they are provided with challenging targets to support their progress.

2. SUMMARY OF FINDINGS

- 2.1 **The college does not meet expectations.** The quality of education found at the last inspection of 26 to 27 November 2024 has not been maintained. The college does not meet the following Key Standards:
1. Appropriate safeguarding arrangements are in place and are regularly reviewed to keep all students safe. [40]
 2. DBS and barring information – An enhanced DBS and barred list check is carried out for all staff and volunteers who will: provide unsupervised teaching, training, instruction, care, supervision, guidance on well-being for students under eighteen. [55]
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. The college offers a suitable range of courses which are well matched to students' future aims and progression goals. The delivery of programmes is well organised, with appropriate timetabling to ensure all students benefit from academic support. Courses on offer to students meet the definition of an approved qualification, as set out in Home Office guidance. Initial assessment prior to and on arrival is good, ensuring students are appropriately enrolled on a course which meets their needs. Entry criteria are clear and appropriate processes to identify standards of English are in place prior to students' arrival in the UK. Teaching and its impact on learning are good. Lessons are well planned and structured and are delivered by well-qualified staff with specialist knowledge of their subjects and the university sector. Teachers use their subject knowledge well to help students develop the knowledge and skills they need to prepare for university. Assessment mechanisms are effective. Teachers use questioning skilfully to check understanding and address any misconceptions. Learning is effectively supported by an appropriate classroom environment and by online and textbook resources. Students make good progress and achieve well.
- 2.3 Students' welfare, including health and safety, is unsatisfactory. The premises are well managed and appropriate policies and procedures are in place to reduce the risks from fire. Fire drills and fire safety equipment checks are carried out regularly and logged effectively. There is a written policy on first aid which is effectively followed and implemented. Student registration and attendance procedures are effectively followed. The college keeps accurate records of student attendance and follows up quickly any absence, including for those under 18 years of age. Procedures for reporting absence to the Home Office are well established and effectively followed. Pastoral support for students is good, and students appreciate the time teachers take to support them with their studies. Arrangements for the safeguarding of students are unsatisfactory and do not reflect current statutory guidance. Arrangements for the checks on homestay accommodation are satisfactory.
- 2.4 The effectiveness of governance, leadership and management is unsatisfactory. Proprietors do not have sufficiently robust oversight procedures in place to ensure that the college is meeting the necessary statutory guidance. Leaders and proprietors

have not ensured that recruitment processes for the employment of staff undertaking regulated activity with students under the age of 18 follow statutory guidance. As a result, not all required suitability and employment checks have been carried out prior to the commencement of employment at the college. The college recruits high-quality teaching staff to deliver lessons to students. The website provides accurate details of the college and the curriculum to allow prospective students to make informed choices about their studies.

3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS

- 3.1 The quality of the curriculum, teaching and learners' achievements is good and all Key Standards continue to be met.
- 3.2 The recommendations in this area from the previous inspection report are:
- Improve the punctuality of students to avoid loss of learning time and disruption to classes commencing after breaks.
 - Develop the skills of teachers in managing group activities so that students consistently participate fully and equally in activities in all lessons.
 - Provide regular tutorials for all International Foundation students so that they are provided with challenging targets to support their progress.
- 3.3 Progress against the first recommendation is good. Lessons start promptly and teachers deal with any lateness and attendance robustly by contacting students directly if they have not attended on time.
- 3.4 Progress against the second recommendation is good. All group activities observed were effective. Managers provide teachers with useful training and constructive feedback which helps them to manage group activities effectively. Where appropriate, most teachers plan and manage group activities effectively, ensuring that all students are able to make a positive contribution.
- 3.5 Progress against the third recommendation is satisfactory. The appointment of a new principal and the revision of procedures mean that all students now receive regular tutorials, ensuring that they receive appropriate academic support. However, only those students who are deemed to be making less progress towards their targets than expected have a defined formal learning plan and therefore formalised target setting for all students is not yet fully embedded.
- 3.6 Leaders have a clear strategy and educational focus for students. Courses meet students' needs and desired outcomes. The college has a statement of educational purpose supported by appropriate plans or schemes of work which leads to an appropriate learning experience for students.
- 3.7 Courses being delivered matched those on the website and marketing materials and the suitability of programmes offered to students is good. Courses on offer to students studying under Student visa arrangements meet the definition of an approved qualification as set out in Home Office guidance. Students follow programmes which include at least 15 hours a week of study in a classroom-based setting.
- 3.8 Initial assessment arrangements are good. Processes such as pre-enrolment testing of English standards and interviews with staff prior to enrolment are in place and effectively followed.

- 3.9 The quality of teaching and its impact on learning is good. Students benefit from highly qualified teachers who are specialists in their field. Many teachers also concurrently teach at universities, and they use this experience to ensure students understand how to write formal reports and reference information sources accurately.
- 3.10 Teaching is well planned and well matched to the abilities of students. Teachers use effective questioning in lessons to support students' understanding and development. Teachers' assessment of student work is effective and includes both verbal and written feedback which helps students improve their subject knowledge and understanding over time.
- 3.11 Teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Staff are sensitive to students' religious beliefs and make adjustments for these.
- 3.12 Teaching does not discriminate against students contrary to Part 3 of the Equality Act 2010. Teachers encourage and promote respect for other people including those with protected characteristics.
- 3.13 Progress and attainment are good overall. Students make expected progress in lessons. They develop their key subject knowledge and skills and are well supported to develop effective study skills.
- 3.14 Attainment rates on most International Foundation Year pathways are in line with national rates. However, outcomes on the mathematics and physics pathway are more variable. Leaders have acted quickly to address poor performance on the economics pathway. As a result, most students make progress towards attaining their individual learning goals, given their starting points.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is unsatisfactory. Not all Key Standards continue to be met.
- 4.2 The health and safety of the premises is good. The college occupies a single floor of a multi-story site in central London. Leaders work effectively to ensure students are learning in a safe and suitable environment where the presence of other tenants and the use of the building do not affect students' experience. A common room area with additional seating allows students to relax between lessons and socialise. Free drinking water is available.
- 4.3 All measures required to reduce the risks of fire and other hazards have been implemented and recorded effectively. Fire drills are carried out and appropriate checks on fire safety equipment are regularly undertaken and logged. The college is fully accessible to anyone using a wheelchair. Appropriate first aid measures are in place and effectively implemented, including the application of a suitable first aid policy. There is an appropriate number of first aid trained staff for the site and activities undertaken. In chemistry, leaders' decision to follow a non-laboratory pathway also reduces risk.
- 4.4 Student registration and attendance recording arrangements are good. Admission procedures are clear and fully understood by staff. Attendance is rigorously monitored and lateness is followed up quickly by staff. This helps to ensure staff know the whereabouts of students.
- 4.5 Attendance rates are high. Where student attendance drops below acceptable levels, clear mechanisms are in place to follow guidance and report to the Home Office, including the withdrawal of visa sponsorship, and these are effectively followed.
- 4.6 Pastoral support for students is good. Students know who to contact if they have an issue and appropriate signposting to external agencies such as health services is effective.
- 4.7 Teachers provide effective help for students' progression which helps them go to universities of their choice. Students who participated in discussions with inspectors confirmed they received good support through the university application process and all had offers for university progression. The college has a mutually respectful atmosphere and sense of purpose.
- 4.8 Safeguarding arrangements are unsatisfactory. The college does not have a safeguarding policy in line with statutory guidance. The current policy does not include up-to-date information relating to the latest national guidance as outlined in *Keeping Children Safe in Education*. Staff receive safeguarding updates during meetings, but they have not received an annual update of changes to statutory guidance this year.
- 4.9 Homestay arrangements are appropriately managed, monitored and registered in accordance with national requirements.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 Governance and oversight are unsatisfactory. The proprietor does not fulfil all legal duties required as they do not ensure policies and procedures are regularly reviewed and reflect statutory guidance. Not all Key Standards continue to be met.
- 5.2 Leaders' appropriate investment in well-qualified staff, premises and learning resources ensures that most students benefit from high-quality teaching and support that helps them to progress to higher education courses. This is in line with the college's aims. All necessary legal permissions are in place for the use of the premises, including relevant insurances and licences.
- 5.3 Management structures and responsibilities are satisfactory. Leaders and proprietors have a clear sense of purpose and a clear strategy to focus on pre-university foundation programmes. Recent improvements to the staffing and management structure have resulted in a more focused course offer. Leaders have developed effective partnerships with a broader range of higher education institutions. This supports the college's strategic aims well.
- 5.4 There is an effective relationship between proprietors, senior leaders, managers and other staff.
- 5.5 The college is successful in securing and retaining well-qualified staff. Ongoing reviews of teaching quality by academic leaders allow staff to reflect on and improve their skills for the benefit of students. The college supports teachers to have roles in other universities which directly benefit students due to teachers' understanding of the university sector.
- 5.6 Quality assurance including student feedback is satisfactory. Self-assessment and evaluation are well developed and college leaders and proprietors have a clear sense of strategic focus. However, while managers have successfully identified some relevant priorities to maintain and improve academic standards, action plans are not yet sufficiently robust to address the variability in student outcomes on the mathematics and physics IFY pathways. Managers do not yet have sufficiently rigorous quality assurance processes in place to ensure that all college policies and procedures are consistently and effectively implemented. Management at all levels is successful in identifying priorities for improvement, planning to meet those priorities and implementing decisions effectively.
- 5.7 Student feedback is regularly collected, including on the quality of the teaching they receive. Academic leaders use this feedback to support development in teaching quality through the teaching observation programme. Student performance data is available and effectively reviewed by senior leaders to inform improvement planning and curriculum decisions.
- 5.8 The complaints procedure is clear and appropriate and publicly available on the website.

- 5.9 Staff recruitment, qualifications and suitability checks are unsatisfactory. Recruitment processes do not pay due regard to statutory guidance relating to the safeguarding of children under 18. Enhanced DBS checks are made, but barred list checks are not completed prior to the appointment of staff. As a result, leaders do not ensure that all staff are suitable to work with children and young people.
- 5.10 The process to validate applicants' work history and qualifications is unsatisfactory. The college does not verify references or qualifications of new staff.
- 5.11 The provision of information is satisfactory. The website provides information for prospective students regarding the curriculum in a clear and effective way.
- 5.12 At the time of the inspection, the website was in the process of being updated and some required information was missing. This administrative oversight was rectified immediately by leaders during the course of the inspection.
- 5.13 The college has a published complaints policy which is publicly available on the website and is effectively implemented. The complaints policy includes appropriate stages of resolution for any complaint, including independent adjudication if required.
- 5.14 The college was responsive and provided information on request and worked with inspectors in an open and effective way both before and during the inspection.

6. ACTIONS AND RECOMMENDATIONS

The college has not maintained the good quality found at the last inspection.

Actions required to meet the Standards

In order to meet the Standards of Educational Oversight, the college must:

1. Ensure that appropriate safeguarding arrangements are in place and are regularly reviewed in line with statutory guidance. [40]
2. Ensure that appropriate policies and procedures are in place and review them regularly. [48]
3. Ensure that in addition to an enhanced DBS check all appointments made are subject to barred list checks. [55]
4. Prior to the confirmation of the appointment of all staff, ensure that references are taken up and verified, and appropriate checks are carried out to confirm previous employment history and any qualifications claimed, and this information is taken into account in determining whether their appointment will be confirmed. [56]

Recommendations for further improvement

In addition to the above action points, the college should make the following improvements:

- Ensure all students are set individual learning plans which contain clear and challenging targets that help them achieve high grades.
- Implement robust oversight and quality assurance procedures to ensure that the college is meeting the necessary statutory guidance.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted discussions with students and examined samples of students' work. They held discussions with teaching staff, senior leaders and with the proprietor. The inspectors examined regulatory documentation made available by the college.

Inspectors

Mr Luke Rake	Lead Inspector
Mr Simon Bellamy	Team Inspector

7. FINANCIAL SUSTAINABILITY CHECK

A financial sustainability check was not carried out.