Inspection report

Organisation name	Language in Action, including head office, London
Inspection date	3–7 August 2026

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

The British Council inspected and accredited Language in Action in August 2026. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large private language school offers residential courses in general English for under 18s and for closed groups of under 18s.

Strengths were noted in the areas of strategic and quality management, student administration, learning resources, academic management, course design, care of students, leisure opportunities and safeguarding under 18s.

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

Introduction

Language in Action (LIA) is part of Malvern House International (MHI) and is the official summer junior provider for all Malvern House (MH) centres. During summer 2026, LIA is running eleven centres: eight in London and one in each of Canterbury, Manchester, and Liverpool.

This full inspection took four days spread over five days and was a hybrid inspection, three days on site and two half days online working with the head office.

At the Bloomsbury centre, which combines the University of London Garden Hall and Parry Halls residences, the inspectors held meetings with the head of juniors, centre manager, campus co-ordinator, tour co-ordinator, and director of studies. Focus group meetings were held with teachers, campus leaders (tour and campus), and a group of students. The inspectors also met with group leaders. All teachers timetabled during the inspection were observed, and one inspector visited the student residences.

At the University of East London (UEL) Docklands Campus centre, the inspectors held meetings with the head office co-lead, programme manager, centre manager, campus co-ordinator, tour co-ordinator, and director of studies. Focus group meetings were held with teachers and a group of students. The inspectors also held a meeting with group leaders. All teachers timetabled during the inspection were observed, and one inspector visited the student residences.

Meetings were held at each centre with the host organisation's liaison member of staff.

During the head office inspection, the inspectors held meetings with a wide range of head office staff including the managing director (ELT), head of juniors, head of academics (juniors), senior programme manager (operations), HR partner, head of HR, deputy head of juniors, senior operations manager, process development and marketing manager, programme manager (operations), programme manager (academic), marketing director, health and safety coordinator, head of admissions, and the safeguarding and Prevent coordinator.

Address of main site/head office

200 Pentonville Road, London, N1 9JP.

Description of sites visited/observed

The Garden Halls and Parry Halls residences serve as the base for Language in Action's Bloomsbury campus. The building houses the canteen, where students receive all daily meals, and three of the campus classrooms. Additional classrooms for the programme are located at Malvern House London, which is a 15-minute walk from the residence.

UEL Docklands is a self-contained campus close to Cyprus Station in East London. The student/staff residences, canteen, classrooms and leisure facilities are all within the confines of the campus.

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

Comments

Both centres offer programmes of 15 hours' English per week, and a programme of activities and excursions. A zig-zag timetable is in operation on a weekly rotating basis so that lessons are in the morning and activities in the afternoon for some groups, and lessons are in the afternoon and activities in the morning for other groups.

Management profile

LIA is part of MHI, which is led by the CEO of MHI. The LIA managing director is the safeguarding lead and has oversight of all LIA programmes. He is also on the board of MHI.
The Bloomsbury campus is managed by the programme and centre manager for the campus, who reports to the head of juniors, who also acts as co-lead for the programme. The campus co-ordinator and tour co-ordinator manage their respective areas (accommodation, leisure, and excursions) and report to the centre manager. The academic programme is managed by the director of studies, who reports to the head of academic (juniors), with a dotted-line reporting relationship to the centre manager for operational and student welfare matters within the centre.

The UEL Docklands campus is led by a centre manager who works with and reports to a head office programme manager. This team reports to the deputy head of juniors. The campus co-ordinator and tour co-ordinator report to the centre manager, managing the campus and tour teams respectively. The academic lead is the director of

studies, who reports to the head of academics (juniors), with a dotted-line reporting relationship to the centre manager for operational and student welfare matters within the centre.

There is significant support and oversight from the LIA and MHI head office teams.

Accommodation profile

The Bloomsbury centre offers two types of residential student accommodation. Garden Halls offers single ensuite accommodation, while the nearby Parry Hall provides single rooms with a toilet and sink and shared showers. In Parry Hall, rooms are in flats and arranged around communal kitchens.

At UEL, all residential accommodation is in single ensuite rooms in flats with four to six bedrooms and a communal kitchen. At peak LIA used five houses, but this was down to two in the week of the inspection.

Summary of inspection findings

Management
The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's very clearly stated goals and values. The structure of the organisation is very well established, communication is excellent and student administration is carried out very efficiently and effectively. Publicity is accurate and clearly presented.
Strategic and quality 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 students and staff with a safe, comfortable, pleasant and professional environment for work and relaxation. Learning resources appropriate to the age and needs of the students are available. Guidance on the use of these resources is provided for students and staff where needed. *Learning resources* is an area of strength.

Teaching and learning
The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Course design and learner management are very effective. Teachers receive very good support, and overall, the courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.
Academic management and *Course design* are areas of strength.

Welfare and student services
The provision meets the section standard and exceeds it in some respects. The welfare of students is well managed by caring staff, and leisure opportunities are varied and well planned. Students benefit from well-managed services, and accommodation is of an excellent to satisfactory standard.
Care of students, and *Leisure opportunities* are areas of strength.

Safeguarding under 18s
The provision meets the section standard and exceeds it in some respects. Considerable care is taken to ensure that there is good provision for the safeguarding of students under the age of 18 within the centres and in the leisure activities and accommodation provided. *Safeguarding under 18s* is an area of strength.

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.	Strength

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.	Strength
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.	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

M1 The provider's goals and values are clear and explicit. They are integral to the organisation's operations and are well understood by all staff. Managers are able to articulate clearly the relevance of these values to the student experience.
M2 Comprehensive objectives are in place, supported by documented measures to monitor progress and implementation. Key staff members understand these objectives and plans, aligning their departmental strategies accordingly.
M3 The organisational structure is clear and documented. At both head office and centre levels, there are excellent support frameworks ensuring coherent management and reporting lines. The structure incorporates provision for succession planning, ensuring the model remains robust and sustainable.
M4 Excellent systems are in place for communication across the organisation, spanning centres, students, student representatives, and third-party providers. Alongside a strong emphasis on formal, recorded communication and meetings, a culture of approachability and openness ensures that informal communication is very effective.
M5 Comprehensive feedback processes are in place, with initial and end-of-course feedback collected consistently. Effective channels also exist for group leaders to provide student feedback. Evidence demonstrates that this feedback is analysed and used to improve services and inform planning for subsequent programmes.
M6 Staff have regular opportunities to provide feedback through minuted meetings and informal discussions with their managers. Furthermore, all staff are required to complete a feedback process at the end of their contract. This feedback is recorded, collated, and analysed to inform future planning.
M7 The organisation's quality review cycle is an ongoing process co-ordinated by the head office team. All head office staff contribute to the review process, which incorporates multiple reference sources.

Staff management and development	Met
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.	Not 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.	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 While recruitment procedures including documentation, record keeping and suitability checks are carried out very efficiently and effectively, copies of certificates are not signed and dated.
M11 Induction is thorough for all seasonal staff. Everyone receives comprehensive documentation and pre-arrival training, followed by a detailed onsite induction, ensuring that staff feel well prepared to provide a welcoming and organised experience for students upon their arrival.
M12 All staff receive an appraisal. Both head office and seasonal centre appraisals are supportive, setting clear targets and linking back to continuing professional development. Procedures are clearly defined for all staff, providing a robust framework for monitoring and evaluating performance.
M13 There is strong evidence of staff engagement in CPD at all appropriate levels. Professional development opportunities are designed to identify the specific needs of staff and are directly aligned with the organisation's broader goals and objectives.

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.	Strength

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.	Strength
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 The organisation demonstrates a strong commitment to providing excellent customer service to students and their representatives. Communication with clients is highly effective, and it is the perception of both students and group leaders that staff always go the 'extra mile' to provide the best possible experience.
M15 Excellent systems are in place to ensure that students, parents, and their representatives receive comprehensive, well-presented information, ensuring that expectations are realistic before arrival. There is extensive evidence of positive student feedback regarding how well their course needs and expectations are met.
M18 Clear procedures are in place for managing student absence and lateness. Teachers report any absences to the office within ten minutes of the start of classes, which is subsequently followed up by campus staff or group leaders.
M19 A comprehensive behaviour policy is in place, with simplified versions available on the website and in the student handbook. There is an effective, staged disciplinary process that allows for warnings and provides opportunities for improvement.
M20 The complaints procedure is written in consistently clear, accessible language. Each centre maintains a complaints log, demonstrating that all issues are recorded and that appropriate action is taken in response.

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.	Strength
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.	Strength
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Not met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The primary sources of publicity are the organisation's website, a digital PDF brochure, and price lists for individuals and groups.

M21 The description of leisure and recreation facilities at UEL suggests a higher level of provision than is actually available. This issue was rectified during the inspection and is no longer a point to be addressed.
M22 Information provided is well written, highly accessible, and presented in plain English. Furthermore, translations are available in the languages most commonly spoken by students.
M25 The website provides all required information regarding the care of under 18s in a clear and accessible format, including an overview of pastoral arrangements and details concerning levels of supervision.
M27 The description of staff qualifications does not accurately reflect the current staff profile. This discrepancy was rectified 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.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and	Strength

decoration, and provide a comfortable environment for students and staff.	
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.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	
P1 At the time of the inspection, security arrangements for the front door at Malvern House had not been risk-assessed nor adequately mitigated. Steps were taken to address these risks during the inspection, and this is no longer a point to be addressed. Furthermore, it is noted that safety and security measures across all other buildings are thoroughly and appropriately risk-assessed and that extensive health, safety and security measures are in place. There is expert input into risk assessments and health and safety practices. P2 The premises are very well maintained. Cleaning arrangements are thorough**;** the buildings are in a very good state of repair, and thought has been given to ensuring the premises are as suitable as possible for students. P5 Signage is clear and consistent, creating a strong sense of identity and branding, while providing effective directions to visitors and students.	
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.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
Comments	
P9 There is a very good range of educational technology in classrooms, which is well maintained and used regularly and confidently. There is a good number of computers for teachers to use. Immediate technical support is available. P11 The academic management team uses feedback from teachers and students to review and develop resources. There is strong evidence of the auditing of previous resources and the implementation of changes as a result of this process.	

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 that is appropriate to the organisation'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.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
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.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength
Comments	
T7 Induction prepares academic staff to deliver the curriculum very effectively. Information about the course is made available in advance, and pre-course induction meetings are held online before arrival, in addition to a thorough on-site induction. T8 There are suitably trained and experienced academic managers on site to support teachers at all times, and teachers spoke very positively about the availability of day-to-day support. There are regular designated times for teachers to work together as a group with their academic manager to discuss lessons and strategies. T9 There are systems in place to ensure that all teachers receive a drop-in observation and a full observation. Academic managers are able to identify characteristics of teaching across their centre and link these to CPD. T10 CPD programmes have been developed to respond to the needs of the teaching team. Observations inform CPD planning and self-directed individual development is encouraged. Where possible, peer observations have taken place.	

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.	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 has a clear statement of principles, communicated to teachers through the handbook and induction, and is understood by all. Materials are well matched to the programme. T12 Materials systematically integrate the local environment with course content. There are strong connections to the leisure programme and a focus on encouraging students to collaborate across nationalities. T13 There is a formal documented process of course review which includes general observations and lessons learnt throughout the course by staff, as well as analysis of student and staff feedback.	

Learner management	Met
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.	Not met
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.	N/a
Comments	
T16 End-of-course certificates make claims about the language level achieved by students, although these have not been formally assessed.	

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	General English
Comments	
All teachers across the two sites were observed.	

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.	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.	Met
Comments	
T19 In the majority of classes observed, teachers dealt with language confidently. Examples and explanations were relevant, concise and appropriate to the students' level, and language used for illustration and explanation was suited to context. In a large minority of segments, drilling was in evidence, and teachers made attempts to focus on pronunciation. T20 The majority of teachers demonstrated a strong awareness of student profiles and course objectives. Class profiles showed an awareness of individuals' strengths and needs, and there was evidence of sensitivity to learners' pace, with flexibility built into planning. In stronger segments, lesson content was personalised, with activity types reflecting the age, background and preferences of students. T21 The majority of teachers made intended learning outcomes known to students, achieved through an appropriate sequence of activities. Learning outcomes were clear, made explicit and in stronger segments were checked and reviewed, with a clear link between outcomes and activities. T22 In the majority of classes, teachers used a range of techniques appropriate to the focus of the lesson and the needs of the group. Instructions were clear and consistently checked, and there was effective elicitation and prompting. T23 Most teachers effectively managed the classroom environment and learning resources. Interactive whiteboards were used competently, and workbooks were used effectively to direct students to write and take notes. In a significant minority of cases, good use was made of classroom space, and movement about the classroom was encouraged. T24 Nearly all teachers ensured that students received appropriate and timely feedback on their performance. In stronger segments, teachers monitored students' performance closely during activities, made good use of praise, and provided effective on-the-spot feedback or delayed correction where appropriate. T25 In most classes, students were given opportunities to demonstrate their ability to use recently learned language, and activities were closely linked to learning outcomes, allowing students to see how well they were performing against them. T26 Nearly all teachers promoted a positive and inclusive learning atmosphere, with many demonstrating good energy and encouraging high levels of student participation. In stronger segments, students were encouraged to listen to each other and respond to one another's contributions and were actively engaged throughout 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	
W1 Comprehensive emergency plans of action are in place supplemented by additional key documents detailing how to respond to a range of emergency situations. The relevant information is made known to staff and students through training, inductions and simplified text including flowcharts and posters. W2 Very good pastoral care is provided through pre-arrival information, on-site inductions and ongoing support. Students and group leaders know who to see if they have welfare problems. Key staff make themselves available at set times in centres and any welfare concerns are appropriately logged. W3 There are very clear policies to promote tolerance and respect. These are made known to staff and students through notices, handbooks and relevant welcome inductions.	

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.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
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	
W10 Clear information on residences is available on the website and in the student induction packs sent to students in advance of their arrival. This information includes type of accommodation, location and services provided, approximate travel time between the residences and the school, and meal arrangements. Agency partners receive full information from head office. W11 There are very effective systems for identifying and resolving problems students have with their accommodation. Feedback on accommodation is monitored on a weekly basis. Considerable evidence was presented of staff having followed up on requests for improvements to be made to rooms.	

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
LIA doesn't offer homestay accommodation.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	

Leisure opportunities	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.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
W19 LIA staff give very good, detailed advice and support to those groups who want to arrange their own leisure and travel activities. W20 The content for students is appropriate and takes into account the differing needs of short-stay students. There is a good mix between educational visits to museums and sightseeing and shopping opportunities. There are clear arrangements for wet and hot weather provision. LIA receives feedback from students, group leaders and staff to inform improvements made to programmes. W21 Leisure programmes are very well organised with detailed briefings given to tour (excursion) and campus (on-site social programme staff) and group leaders. W22 Risk assessments are detailed, and staff sign to state that have read them before doing tours and activities. They are also briefed to add any comments to risk assessments to ensure that these are dynamic documents.	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	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.	Strength
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	
Most of the students on LIA junior programmes are under 18, with a number of 18-year-olds studying at both centres inspected. At the time of the inspection, the combined total of the under 18s at the two sites was 369. S1 LIA has a comprehensive company-wide safeguarding policy written in plain English. There is also a student-friendly version in the student handbook. The policy is implemented through and supported by relevant practical documents, for example, codes of conduct, and incident-reporting documentation.	

S2 Staff receive very good safeguarding training. In addition to the DSL, a large number of staff including the DDSLs and others in the centres are trained to specialist level.
S7 In both centres, there is very good segregation of students according to gender and age and other relevant factors. Well-planned and detailed night-time supervision is in place.

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: multicentre

Inspection history	**Dates/details**
First inspection	Summer 2017
Last full inspection	Summer 2022
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	Innovate Summer Academy
Other related accredited schools/centres/affiliates	Malvern House London
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2014
Ownership	Name of company: Malvern House International Limited Company number: 03848072
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	200 Pentonville Road, London N19JP
Name and location of centres offering ELT at the time of the inspection but not visited	University of Manchester Liverpool Hope University Wembley Village Campus (London) Middlesex University (London)
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	University of Westminster Harrow Campus (London) University of London Garden Hall University of London Parry Hall University College London, Bloomsbury Colindale Village Campus (London) Canterbury Christchurch University Campus

DATA ON CENTRES

1. Name of centre	Bloomsbury Campus (University of London Garden Halls and Parry Halls)
2. Name of centre	UEL Docklands (London)

Student profile	Totals at inspection: centres visited	
Centres	1	2

ELT/ESOL students	At inspection	
18 years and over	25	4
17 years and under	281	88
Overall total	306	92
U18 programmes: advertised minimum age(s)	12	11
U18 programmes: advertised maximum age(s)	18	18
Predominant nationalities	Italian, Chinese, Taiwanese, Peruvian, Argentinian, Israeli.	

Staff profile at centres visited	At inspection	
Centres	1	2
Total number of teachers and academic managers on eligible ELT courses	11	4
Total number of activity managers and staff	9	4
Total number of management (non-academic) and administrative staff	3	3
Total number of support staff	N/a	N/a

Academic manager qualifications profile at centres visited

Profile in week of inspection: at or responsible for centres visited	Total number of academic managers		
Location/centres	HO	1	2
TEFLQ qualification and 3 years' relevant experience	2	1	1
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	0	0
Total	2	1	1
Comments			
Academic managers do not teach.			

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers	
Centres	1	2
TEFLQ qualification/profile	0	1
TEFLI qualification (includes relevant QTS)	7	2
ATEFL registered portfolio in progress	0	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0	0
Holding specialist qualifications only (for ESP/CLIL)	0	0
Alternative professional profile	3	0
Total	10	3
Comments		
None.		

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited				
Arranged by provider/agency	Adults		Under 18s	
Centres	1	2	1	2
Homestay	0	0	0	0
Private home	0	0	0	0

Home tuition	0	0	0	0
Residential	25	4	280	88
Hotel/guesthouse	0	0	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0	0	0
Arranged by student/family/ guardian	Adults		Under 18s	
Staying in own home, with own family or in privately rented rooms/flats	0	0	1	0
	Adults		Under 18s	
Overall totals	25	4	281	88

Centres	1	2
Overall total adults + under 18s	306	92

Report expires 31 March 2031