



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

MONITORING VISIT

HOVE COLLEGE

Company registration no. - 2749354

Full Name **Hove College**

Address Stuart House, 48 Cromwell Road, Brighton. BN3 3ER

Parent\Company name Hove College Brighton Ltd

Telephone Number 01273 772577

Email Address jeff@hovecollege.com

Website www.hovecollege.com

Principal Mr Jeffrey Taylor

Proprietor Mr Simon Cleaver

Age Range 18+

Total number of students 29

Numbers by age and type of study 18+: 29
FE only: 29

Inspection date **22 May 2018**

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 Tier 4 of the points-based system for 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.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the 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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Hove College is a vocational college located in Hove, near to Brighton. It is a private company limited by shares; the proprietor is one of the two directors of the organisation. It was founded in 1977, and since 1999 it has focused on courses in creative media, design and internet studies. The college aims to prepare students for the commercial world by providing training in multi-media and design studies.
- 1.2 Full-time day students follow a range of accredited level 4 and 5 courses, resulting in certificate and diploma qualifications in digital design, creative communications, motion graphics and film, global e-business, internet marketing and web design. Courses run for 18, 36 or 72 weeks. They are made up of modules, and students can join a course at the start point of any module. In addition the college offers short evening courses in multi-media and design topics. These courses were not inspected. Students are accepted onto courses if they meet entry requirements specific to each course, and overseas students are required to hold English language qualifications at an appropriate level.
- 1.3 The college accepts students aged 18 years or more. At the time of the inspection there were 29 students, made up of 19 female and 10 male students. The average age of students is 26 years. The college recruits students from all parts of the world, and the current student group is made up of 12 UK residents, six from other European countries, and 11 from a range of other countries including Turkey, Saudi Arabia, China, Japan and Brazil. Two students with additional learning needs were identified by the college.
- 1.4 The college was previously inspected on 21-23 June 2016 when all Key Standards were met and the college was judged to exceed expectations.
- 1.5 The recommendation from the previous inspection is:
 - Ensure the contents of staff files are consistent with each other.

2. SUMMARY OF FINDINGS

- 2.1 **The college exceeds expectations.** At the previous inspection of 21-23 June 2016 the college was found to exceed expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Course provision is very well planned and flexible, meeting the needs and educational objectives of students very well. Students successfully achieve their qualifications and progress successfully into work or higher education. All courses on offer to Tier 4 international students lead to qualifications which meet the definition of an approved qualification for Home Office purposes. Teaching and learning are excellent. Lessons are planned well and in the large majority of cases this ensures that students learn effectively and make very good progress. In a small minority of lessons students are not sufficiently involved in learning, which limits their progress. Learning resources are of a high standard and up to date; they are used effectively to develop and assess students' skills and knowledge. Students' attainments are excellent. They achieve very high pass rates in their externally accredited qualifications.
- 2.3 Students' welfare, including health and safety, is excellent. The management of health and safety is excellent. Effective policies and procedures are in place with systematic checks made of all appropriate safety issues or equipment. Emergency and first aid procedures are well organised and understood by staff and students. Admission and attendance records are accurate and well managed. Attendance monitoring is very thorough and as a result attendance rates are very high. The college has effective procedures in place for informing the Home Office of any concerns regarding attendance by Tier 4 visa students. The college places a high priority on the welfare of students, and pastoral support is excellent. A well-designed induction programme prepares students effectively for college life. Students value highly the academic and pastoral support they receive and confirm that relationships in the college, amongst students and between students and staff, are very good.
- 2.4 The effectiveness of governance, leadership and management is excellent. Oversight is good, supported by a good working relationship between the proprietor and the principal. The college's performance is monitored closely to ensure that the high quality of education and the welfare of students are maintained. Comprehensive policies are in place. They are reviewed regularly but many of the policies published on the website are not dated, with no evidence that they have been reviewed and are current. Leadership and management are excellent. Roles and responsibilities are clear and well understood. Communication between all staff is very good. Self-evaluation is very effective. It involves all staff and results in effective development planning, and actions for improvement. Actions identified are clear but many do not include a specific timescale for their achievement. Managers are aware of the college's strengths and areas for development. Quality assurance is excellent. Student feedback and achievements are thoroughly analysed and the data that

emerges are used effectively to inform improvement planning. Staff recruitment and selection is very thorough. All appropriate suitability checks are made when appointing staff. These are recorded efficiently and consistently.

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

- 3.1 The quality of the curriculum, teaching and learners' achievements is excellent. All Key Standards continue to be met.
- 3.2 Course provision is excellent. The curriculum is very well planned, allowing the college to offer a broad range of modules which can be grouped flexibly into a good range of accredited courses at levels 4 and 5. These contribute very well to meeting students' individual needs and ensuring that they make good progress in achieving their goals.
- 3.3 The majority of students effectively acquire digital design and associated business skills for direct entry to the workplace, with the remaining minority aspiring to progress to higher education. Students can progress from level 4 to level 5 within the college, and effective progression arrangements are in place with universities to allow entry into the second or final year of a related degree course. All courses on offer to Tier 4 international students lead to qualifications which meet the definition of an approved qualification for Home Office purposes.
- 3.4 The quality of teaching and its impact on learning are excellent. Comprehensive lesson planning ensures that students know what they are learning and make good progress. Lessons provide very good opportunities for students to develop analytical and design skills in digital technology and multi-media. Students study in small groups and work effectively on collaborative projects. Activities are based on realistic design situations and effectively promote learning and self-confidence, with students regularly presenting their ideas to their groups. In a minority of lessons learners are not sufficiently involved in learning and as a result progress is limited, particularly for the more able.
- 3.5 Teaching staff are knowledgeable and highly experienced practitioners, demonstrating expertise in the digital design, multi-media and business sectors.
- 3.6 Resources for learning are of a high standard. Well-designed, industry-based project briefs are used successfully to develop students' skills, and for assessment. Information technology resources, including software, are of a high quality, supporting students well in building portfolios of their design work.
- 3.7 The assessment of students' work and the feedback they are given both in class and on projects is regular, constructive and consistent. Students are very well informed on how well they have performed and what progress they are making. Arrangements for tracking students' progress are excellent allowing tutors to monitor progress effectively.
- 3.8 Students' progress and attainment are excellent. Students make very good progress in lessons, based on their starting points. Pass rates on externally accredited qualification have risen continuously over the previous five years, resulting in very high levels of student achievements.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is excellent. All Key Standards continue to be met.
- 4.2 The management of health and safety is excellent. Appropriate policies are in place; these are comprehensive and implemented thoroughly. Health and safety has a high priority within the college. Regular tests and checks of all appropriate safety issues and equipment are undertaken, and fire drills are carried out systematically. These checks are all recorded effectively. An annual risk assessment of the building is thorough and checks all appropriate health and safety features. Thorough risk assessments are carried out prior to any external visit or student activity. Emergency and first aid procedures are well planned and staff and students are all made aware of these. There are sufficient staff trained as fire wardens and first aiders. As a result the college is a safe place for students and staff to study and work.
- 4.3 The premises are of a good quality. They are well maintained and fit for purpose, providing well-furnished, light and well-equipped teaching rooms. Security arrangements are very good.
- 4.4 Admission and attendance records are accurate and very well managed. Admissions data is thorough and well organised. Attendance is recorded systematically, and monitored carefully. Any unexplained non-attendance is followed up quickly to establish the reasons for a student's absence. As a result attendance rates are very high. Procedures for informing the Home Office of any concerns regarding attendance by Tier 4 visa students are in place and well understood.
- 4.5 Pastoral support for students is excellent. Staff provide highly effective personal support; this is a key priority for the college. A well-designed induction programme ensures the students are prepared thoroughly for studying in the college and living in the Brighton area. This is supported by a useful student handbook which includes all appropriate information and standards of conduct required in the college.
- 4.6 Good access is provided to advice and guidance on employment and higher education. This is effective and enables students to make informed choices in relation to their further study or their employment aspirations. Students confirm that they receive high levels of academic and personal support and that relationships between staff and students are very good. These views are supported by inspectors.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is excellent. All Key Standards continue to be met.
- 5.2 The recommendation in this area from the previous inspection report is:
- Ensure the contents of staff files are consistent with each other.
- 5.3 Excellent progress has been made against this recommendation. All appropriate identity and suitability checks are made and recorded efficiently and consistently in staff files; these include Disclosure and Barring Service (DBS) checks. The college maintains an up to date single central record of the key checks made.
- 5.4 The ownership and oversight of the college are very good. The proprietor works closely with the principal to ensure that there is clear educational direction, supported by good financial management which ensures that very good resources are available. The performance of the college is monitored closely and staff of a high quality are appointed. As a result the quality of education and the care of students are excellent. Appropriate policies are in place which are reviewed regularly, but many of the policies published on the website are not dated, with no indication that they are subject to regular review.
- 5.5 Leadership and management are excellent. The management structure is clear, and roles and responsibilities are well understood by all staff. Communication between staff is excellent. There is an appropriate meetings structure with meetings well attended by all staff. This provides opportunities for staff to provide regular feedback and the college is very responsive to their views. Managers are very accessible and available to meet formally and informally. As a result relationships between the management team and staff are very good.
- 5.6 Self-evaluation is very good, and involves all staff. It results in an annual report identifying a realistic set of strengths and areas for development. The areas for development form the basis for an action plan which provides an effective basis for improvements. Managers effectively identify priorities for improvement. The actions clearly identify work to be undertaken and the staff responsible for leading that work, but many actions do not include a clear timescale for their achievement. This limits the college's ability to monitor progress against these actions.
- 5.7 Quality assurance is excellent. There is a strong commitment to continuous improvement of the educational experience of students. Student feedback is collected regularly and analysed thoroughly. It is used effectively to identify issues of concern and possible actions for improvement. Student achievement data is analysed accurately and very thoroughly. This analysis demonstrates high levels of achievements and annual improvements in student achievements. This data is also used effectively to manage and improve provision.

- 5.8 Staff performance is reviewed systematically through staff appraisals and tutors have regular, well-organised lesson observations. These result in clear development targets which support staff development and contribute effectively to the improvement of professional skills.
- 5.9 The selection of new staff is very thorough. There are clear recruitment procedures in place which are implemented effectively.
- 5.10 The provision of information is very good. The college's website, and all information on courses and the college, provides realistic and accurate information. The college was very responsive in providing all requested information to inspectors prior to and during the inspection.

6. ACTIONS AND RECOMMENDATIONS

The college maintained the excellent quality found at the last inspection.

Recommendations for further improvement

In order to further improve the excellent quality provided, the college school should:

- Ensure that all policies held in the college or on the website are dated and have a date by which they will be reviewed.
- Share good practice in teaching to ensure that all tutors involve students actively in learning.
- Strengthen action planning by identifying a timescale for the achievement of actions.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff, tutors and students. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college/language school.

Inspectors

Mr Neil Haynes	Lead Inspector
Ms Prue Amner	Team Inspector