

## **ACCREDITATION VISIT MAIN FINDINGS and RECOMMENDATIONS**

**Name of Provider: Stratford College London**

**Date of visit:** 8-9 October 2009

**Number of students enrolled on date of visit: 221 full-time; 43 part-time**

### **The provision in context**

Stratford College London (SLC) is a privately owned provider established in 2002 located in the Stratford district of East London. It has very recently moved into new and larger premises in the centre of Stratford

SLC provides a range of undergraduate and post graduate programmes, including business management, information technology, healthcare and hotel management to international students requiring visas for study in the United Kingdom (UK). These courses meet the minimum number of 15 hours of contact specified by UKBA to qualify for a UK student visa. Opportunities for the part-time study of English are also provided. In addition, SLC also provides part-time programmes in English to students from countries within European Economic Area (EEA).

All current students are over 19 years of age and most are between 20-30 years old. Most students come from the Indian sub-continent and from a number of African countries. At the time of the accreditation visit, the number of students on programme was around 220. All tuition takes place at the providers' premises.

SLC is managed by a full-time director of studies, supported by a deputy principal overseeing the academic aspects of the programmes and five administrative staff. SLC employs 6 full-time teaching staff, and nine part-time teaching staff.

### **Overall judgement**

Provision meets the standards required for accreditation and is recommended for approval by the United Kingdom Border Agency (UKBA) for a Sponsors' Licence in accordance with UKBA guidance and the Tier 4 points-based system. Continued approval is subject to addressing areas for improvement identified before the end of March 2010.

### **Feedback**

This feedback contains the findings from the accreditation visit brought together under the three main aspects of the *Common Inspection Framework*. The findings focus on the requirements of the student entry points-based system operated by UKBA for private education providers and the key questions of the *Common Inspection Framework*.

## **Achievement and standards**

Success rates overall are satisfactory, as are retention rates. Most students achieve the examination for which they have taken, and some students progress to a higher level programme either at the college or another institution.

Students are generally well motivated and achieve their learning goals. Students enjoy their learning and gain in personal confidence as well as valuable transferable skills relevant to their aspirations and backgrounds. Most students attend regularly and punctually.

## **Quality of provision (education and training)**

Teaching and learning adequately meets the needs of students. Relationships between tutors and students are positive and productive.

In better sessions tutors have high expectations of students and establish good relationships, most students clearly enjoy their learning. Sessions are purposeful and well-focused and proceed with good and challenging pace. Tutors have good subject knowledge and relate their explanations through clear examples, such as from industry applications. In large group sessions, tutors use imaginative techniques to support learning, despite the capacity challenges of the some classrooms. Good use is made of a wide range of question and answer techniques. Teachers make effective use of the students as a resource in the classroom.

In weaker sessions, session objectives are unclear or insufficiently focused on students learning. Teachers do not make sufficient checks that learning has taken place. Learning resources are not used to support learning and often basic requirements are not available or are not adequate. For example, there are no supporting handouts or alternative materials to aid students understanding of complex processes. The limited space available in some sessions with larger groups restricts the ability of teachers to use a full range of teaching and learning strategies. Some sessions are dull or unimaginative., Teachers do not make effective use of students' experience or contributions as a learning resource. Session plans do not always clearly demonstrate the assessment strategy or planned learning outcomes. Some teachers manage poor punctuality well, others do not give clear guidance or deal with issues sufficiently.

Initial assessment processes are sound. All students undertake an initial English assessment on arrival to determine individual support needs. Students receive good pastoral and academic support from tutors, although this support is not adequately recorded. Additional advice and guidance is provided by the tutors and the student welfare and accommodation officer.

## **Leadership and management**

The college is led and managed effectively. It is a well-established business, with a clear direction for the future. Publicity materials accurately reflect the programmes on offer and resources currently available for teaching and learning. SLC is currently updating its website.

SLC has clear policies and processes in place to monitor individual student attendance and punctuality. The college's systems for recording attendance provide the information necessary to meet UKBA requirements. Regular tutorial support is provided for all students. However, tutorial arrangements are not clearly described in the student handbook, and the system for recording tutorial support is underdeveloped.

Processes for the assuring and improving the quality of learning and teaching are not sufficiently developed. The college does not systematically monitor the quality of teaching and learning through classroom observation. SLC recognises the need to improve the consistency of teaching and learning and to share good practice more effectively, and it has established a programme of professional development for its teachers.

Appropriate policies and procedures covering equality and diversity are in place, but these are not explained sufficiently clearly in student guidance. The centre has recognised the need to improve its arrangements for safeguarding.

The college has appropriate arrangements in place to cover the general health and safety of students, although it has not yet tested evacuation procedures in the event of fire or other hazard for its new premises.

<b>1. Name of UKBA approved Accrediting Body</b>	Ofsted	
<b>2. Name of Provider</b>	Stratford College London	
<b>3. Statement of accreditation (accredited)</b>	Accredited	
<b>4. Date of this accreditation visit</b>	8/9 October 2010	
<b>5. Date Provider Established</b>	March 2002	
<b>6. Name of Owner (Company name if appropriate)</b>	Stratford College London Ltd	
<b>7. Number of provider sites</b>	One	
<b>8. Location(s) (all)</b>	43 West Ham Lane, London E15 4PH	
<b>9. Name of current principal or chief executive</b>	Dr J Khan Director of Studies Jonathon Omani, Deputy Principal	
<b>10. Publication date of current report</b>	October 2010	
<b>11. Date of initial accreditation visit and where appropriate, the dates of preliminary stages of approval</b>	8/9 October 2010	
<b>12. SLU Reference number (where appropriate) and status</b>		
<b>13. Number of FT international students requiring visa approval enrolled at time of most recent accreditation visit</b>	125	
<b>14. Total number of students enrolled FT/PT (at time of accreditation visit)</b>	FT 221 PT 43	
<b>15. Estimated range of FT student capacity of provider at time of visit based on the providers accommodation and resources</b>	330 FT	
<b>16. Age range of all students included at time of accreditation</b>	19+	
<b>17. Minimum age of students accepted</b>	18	
<b>18. Number of teachers</b>	Under 10 hours	5
	10-20 hours	4
	20 hours and	6

	over	
<b>19. Number of additional support or ancillary staff</b>	5	
<b>20. Student accommodation included/not included in inspection</b>	n/a	
<b>21. Names of Courses included in accreditation process:</b>	Course	Awarding Body
	Dip/Adv Dip in Business Studies leading to BA Hons.	Institute of Administrative Management
	Cert, Dip/Adv Dip in Tourism and Business Studies	Institute of Commercial Management ICM (UK)
	Dip/Adv Dip in Hospitality Management	Institute of Commercial Management ICM (UK)
	Cert/Dip and Professional Graduate Dip in IT	British Computer Society BCS (UK)
	Dip/Adv Dip in Accounting and Finance	Institute of Commercial Management ICM (UK)
	Post graduate Dip leading to MBA	School of Information Risk Management
	Post graduate Dip in Information Security & Assurance leading to MSc	School of Information Risk Management
<b>22. Approved examination centre status held with national awarding bodies:</b>	Course	Awarding Body
	GCSE and GCE	OCR, AQA, Edexcel
	Others as 21. above	
<b>23. Formal progression, franchise or</b>	n/a	

<b>articulation agreements held by provider directly with recognised Higher Education Institutions:</b>	
<b>24. Number of students progressing to these institutions in last year</b>	n/a
<b>25. Overall attendance rate in last full year (for students covered by this accreditation)</b>	87%
<b>26. Overall success rate in last full year. (% Number of achievers/number of starters, as a total and where possible by course)</b>	81% pass rate