ACCREDITATION VISIT
MAIN FINDINGS

Name of Provider: **Victoria College of Technology
and E-Commerce**

Date of visit: **18-19 May 2009**

Number of students enrolled on date of visit: 168 Full-time

The provision in context

Victoria College of Technology and E-Commerce was established in 2003. It is located in the Newham area of south east London. The college provides full time training for international students wishing to study business management, business information systems, or health and social care in the UK. Full time students are recruited from a number of countries, including the Philippines, India and Pakistan. Students pay for courses in advance and find their own accommodation in London. Teaching is provided by the director of studies and a small teaching team, including the Principal, supported by two administrative staff.

Overall judgement

Provision does not meet the standards required for accreditation and is not currently recommended for approval by United Kingdom Border Agency (UKBA) for a Sponsors' Licence in accordance with UKBA guidance and the Tier 4 points based system (PBS).

Feedback

This feedback contains the findings from the accreditation visit brought together under the three main aspects of the Common Inspection Framework. The findings also focus on the five key questions of the Common Inspection Framework and the requirements of the student entry Points Based System (PBS) operated by UKBA for private education providers.

Achievement and standards

Overall success rates are poor. In particular, success rates for units within business programmes are low and too few students proceed to external examinations.

Quality of education and training

Courses are normally run over two days per week. At present they do not meet UKBA minimum attendance requirements for full-time students of 15 taught contact hours each week.

Resources for teaching and learning are inadequate; in particular, the number and size of available classrooms are not sufficient to meet the needs of the 168 enrolled students under current timetable arrangements. Available teaching resources within classrooms are limited.

Schemes of work are generally satisfactory. However, lesson planning generally lacks sufficient detail and does not take sufficient account of the different abilities of students. Although teachers have appropriate subject expertise, not all have an appropriate teaching qualification and the range of teaching approaches is too limited. Student progress is not monitored adequately. Teachers do not check learning sufficiently or set clear targets to help individual students improve.

Leadership and management

The provider has a clear direction for the future. However, policies and procedures are underdeveloped, and are not supported by adequate processes for implementation. For example the provider's Equality of Opportunity policy refers only to race equality. The provider does not have adequate Fire or Health and Safety policies and procedures in place to ensure that students are appropriately safeguarded.

Quality improvement arrangements are insufficiently developed. The college has very recently introduced a system for the observation of teaching and learning. The college does not have sufficiently robust procedures in place to report student non arrival or non attendance during the programme.

Resources, including classrooms, are not sufficient to meet the needs and interests of learners. The latest college prospectus does not accurately reflect the facilities and services available for students.