

St Clements Education Group E-Magazine

ANCHOR

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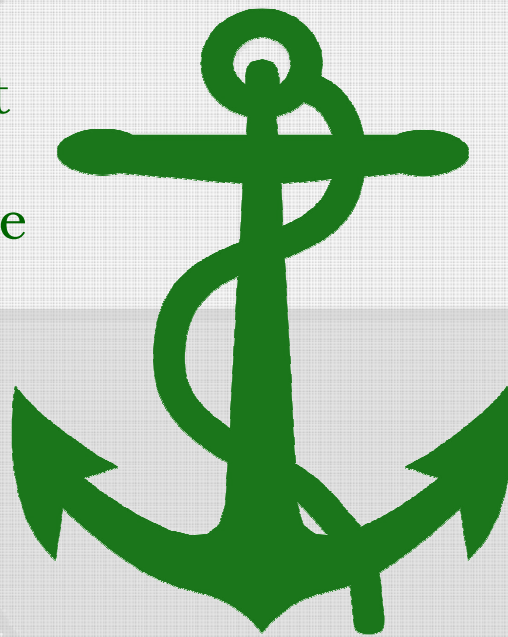
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St Clements Institute (Cambodia) www.stclements.edu.kh

St Clements Private Swiss University (Switzerland) www.scusuisse.ch

St Clements University College (Liberia) www.stclements.edu/Liberia

St Clements University Higher Education School (Niue) www.stclements.edu.nu

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Editorial:

Two thousand and thirteen has been another very successful year for St Clements Education Group. St Clements Institute (Cambodia) has enrolled its first group of Bachelor students. This is a major development for SCI and we look forward to these students graduating in 2017. St Clements University College (Liberia) permanent status was confirmed in September this year. The next step is to gain Bachelor degree granting status. The campus based schools, St Clements Institute and St Clements University College, in Cambodia and Liberia are the foundations for the long term growth of the St Clements Education Group.

Deputy President for St Clements University College - Liberia

Dr Ndien Peters has been appointed Deputy President of St Clements University College - Liberia. The appointment is part of the restructuring needed by St Clements University College to apply for Bachelor degree issuing status. This is the next big step forward for St Clements University College.

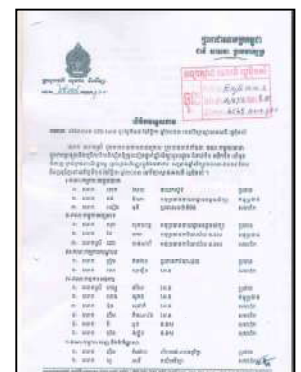
St Clements Institute - Cambodia Foundation Class

The first 43 students have enrolled into the St Clements Institute Bachelor degree program. They are enrolled into two streams, Business Management and Management of Finance & Banking. These Foundation students will be the foundation for St Clements Institute to grow into a major Cambodian education institution with internationally recognised standards.



St Clements Institute Entrance Examination

On the 29th November 2013 St Clements Institute Bachelor students sat for their Ministry of Education, Youth and Sports supervised entrance examination. The MOEYS's senior officials were represented by H.E Yok Ngoy, Secretary of State of the MOEYS, H.E Mak Ngoy, General Director of the Directorate General Dept. of Higher Education, Mr Kong Phoumika, Director of Dept. of Higher Education, and the two other officers of Dept. of Higher Education were Mr Vor Chhon and Mr Yin Phalip.



Professional Organisations News

Death of The Institute of Administrative Management

The over 90 year old Institute of Administrative Management has been put into liquidation. It has over 3000 members and 8000 students. The Institute teaches a range of courses which are approved by the UK Qualifications and Credit Framework and Ofqual. It has over 100 accredited IAM centres. The assets of the Institute are up for sale. It will be interesting to see if another professional body purchases the assets and either integrates it into their existing organisation or revives it.

Society of Sales and Marketing Evolves into Society of British Business

The Society of Sales and Marketing has decided to widen its membership role to include professionals from the wider business community. It will be interesting to see how changing from a Sales and Marketing Society to the wider Business field will help. There are numerous generic professional business organisations in existence. The Society of Sales and Marketing was the second professional body to recognise St Clements University degrees for their various membership grades.

Institute of Management Specialists (UK)

The Institute of Management Specialists was formed by Professor Dr Herbert Manners in 1971 to recognise the professionalism of specialised managers.

IMS has five grades of membership awards: Student, Associate, Full, Fellow and Companion Member grades.

In 2010 Professor Manners retired and Ms Lynne Sykes took over the role of Institute Administrator and in 2011 Mr Graham Hare became President of the Institute.

Since then it has set up the following Chapters outside of the United Kingdom:

Malaysia - President - Dr Samuel Tan fimconsultancy@gmail.com

Hong Kong - President - Dr Nagar Lai forwardsec@gmail.com

Nigeria - Executive Secretary - Mr Fanen Iornem imsnigeria@gmail.com

Ghana - President - Dr Alfred Botchway botchwayalfred@yahoo.com

It has reciprocal membership agreements with the following bodies:

United Kingdom

- Society of Sales and Marketing
- Institute of Professional Financial Managers
- Academy of Executives and Administrators
- Academy of Multi-Skills
- Institute of Manufacturing
- Faculty of Professional Business and Technical Management
- Business Management Association

United States of America

- Institute of Financial and Management Studies
- Chartered Institute of Corporate Treasurers
- Chartered Institute of Educational Management & Administration

Canada

- Chartered Association of Business Administrators

Hong Kong

- Chinese Business Managers Association

Republic of South Africa

- Design, Technology and Management Society International
- MBA and Professional Managers Guild

Pakistan

- The Society of Accounting Education
- The Institute of Certified Public Accountants of Pakistan

Nigeria

- Chartered Institute of Cost and Management Accountants
- Institute of Management Consultants
- Faculty of Secretaries and Administrators
- Institute of Professional Financial Consultants

The IMS has recently launched the award *Certified Specialised Manager*. This award is based on members that have specialised knowledge in their field of management and are continually upgrading their knowledge based on CPD (Continuous Professional Development).

2013 Graduation Convocation Singapore, Saturday 23rd November

Another very successful Graduation Convocation was held at the Amara Singapore Hotel. Thirty five graduants from Indonesia graduated at the event. Dr David Le Cornu, President of St Clements Education Group, Professor Dr Nagar Lai, Assistant President of St Clements Private Swiss University and Mr Peter Kwan Pak Ming, a St Clements University Academic Fellow, represented St Clements at the Convocation.

This is the 7th Graduation to be held in Singapore and the 10th Anniversary of St Clements University working with Perguruan Tinggi Akademi Sekretari & Manajemen, Cendana Medan Indonesia.

Miss Tini was awarded the Collin Le Cornu Golden Award for being most the outstanding graduating student of her class. This is the highest award St Clements gives out at graduation ceremonies.



St Clements University Higher Education School - Niue Aldersgate College Dual Degree Programs

St Clements University Higher Education School - Niue has signed an agreement with Aldersgate College an accredited Phillipines University listed on the International Association of Universities International Handbook of Universities. Under this agreement students studying the St Clements University Higher Education School - Niue two main degree programs the Master of Arts in TESOL and Bachelor of Applied Management can gain a second degree issued by Aldersgate College. In the case of the Master of Arts in TESOL it will be an Aldersgate College Master of Education Management (TESOL) and the Bachelor of Applied Management will be an Aldersgate College Bachelor of Science in Business Administration.

Under this dual degree arrangement St Clements University Higher Education School - Niue tutors the student and Aldersgate College monitors the tutoring and jointly assesses the students work. It acts as a “hands on” accreditation agency to St Clements University Higher Education School - Niue.

Master of Arts in TESOL

Master of Education Management (TESOL)

The below subject areas are covered by the following nine course work modules.

- 1 - Introduction to the English Language and its Origins
- 2 - Teaching Methodologies
- 3 - Language Theory
- 4 - Language Teaching Methodology
- 5 - Classroom Planning and Organisation
- 6 - Linguistics and Language Teaching
- 7 - Syllabus Design and Needs Analysis
- 8 - EFL Examinations and Placement Tests
- 9 - Research and Development

Major Research Project: 20,000 – 25,000 word thesis.

In this Major Research Project the candidate must demonstrate they have researched a specialised element of Teaching English to Speakers of Other Languages.

In this project the candidate must demonstrate the following:

- A sound understanding of the general principles of TESOL.
- A sound understanding of the selected specialised area of TESOL being researched.
- A sound understanding of research methodologies at a Post Graduate level

Bachelor of Applied Management

Bachelor of Science in Business Administration

The below subject areas are covered by the following eight course work modules.

- 1 - Manage Personal Work Priorities and Professional Development
- 2 - Manage People Performance
- 3 - Manage Operational Plan
- 4 - Manage Quality Customer Service
- 5 - Manage Budgets and Financial Plans
- 6 - Develop a workplace learning environment
- 7 - Ensure a Safe Workplace
- 8 - Manage Projects

Plus twelve electives selected from program guide.

The candidate is required to produce three Independent Study Projects in the following fields:

- Human Resource Management
- Marketing
- Finance

Research Methodology used in the above Independent Study Programs will also be assessed.

The candidate will be examined in these subjects by the writing of three 8,000 – 10,000 word thesis.

For further information please visit website: www.stclements.edu.nu or contact the administration by email: admin@stclements.edu.nu for enrolment details.

St Clements University College - Liberia: Rural and Urban Sociology Class Field Trip June 9th 2013

Instructor Mr Eloho Godfrey

Rationale: The fieldwork was designed to acquaint students doing Rural and Urban Sociology with the life processes, social organisations, livelihood activities, governance and some of the challenges in the rural area. This enabled students to make good analysis of the structures that exist in the rural area, how people live and suggest workable policy-relevant solutions.

Planning: The trip was planned by the entire class with the support of the instructor having met with the Associate Dean for Academic Affairs for approval.

Fieldwork: The class was divided into three groups, with each having its unique topic and readily designed questions –

Group 1: Ways of life of rural dwellers: opportunities and challenges;

Group 2: Rural condition: means of livelihoods and opportunities; and

Group 3: Local governance structure and barrier to development and way forward.

Based on each group's topic, members shared themselves in the community and conducted their study.

A total of sixteen students and their course instructor made the trip aboard a chartered bus to Todee community, an hour's drive from the main Monrovia city.

Funding: The trip was funded by the students. The class also received some support from an invited guest, Hon. Assistant Minister of Commerce of the Federal Republic of Liberia, who was invited to talk on some of the cross-cutting issues of commercial activities between urban and rural Liberia.

Result: Each group was given an opportunity to have their field experience presented while questions were asked by their colleagues.



Water point where the entire Community drinks from. One of the students drawing water from the source.



Non-functional hand pump donated by Amlib Liberia, a gold-mining firm.



Students conducting interviews with some of the rural dwellers.



Todee Clan's Chief with Liberia Flag in his meeting spot.



Students having refreshments after the trip.

It was a rewarding experience for the entire class as they met face to face with theoretical issues discussed in class. Most importantly, some of the students were born in Monrovia city, an urban centre, and have not been to a rural community to see the conditions the rural dwellers are struggling to survive on a daily basis.

Université Suisse Privée St Cléments

(St Clements Private Swiss University)

Professional Doctorates

St Clements Private Swiss University in conjunction with its Council of Professional Qualification Awarding Associations, Guilds, Institutes and Societies offers a range of Professional Doctorates.

Doctor of Business Management

This degree is taught in cooperation with the Design, Technology and Management Society International (DTMSI). This program is designed for Senior Managers with a Masters degree in Business, Management or Commerce to develop their specialised management knowledge. To be eligible you need to be one of the above and be a Full grade member of the DTMSI.



Doctor of Business Administration in Financial Management

This degree is taught in cooperation with the Institute of Professional Financial Managers (UK). Candidates for this program need to be eligible for Fellow grade membership of the IPFM.



Doctor of Education

This degree is taught in cooperation with the International Guild of Academicians (IGA). This program is designed for those with a Masters degree in Education or Technology to develop their specialised education knowledge. To be eligible you need to be a Full grade member of the IGA.



Doctor of Engineering

This degree is taught in cooperation with the International Institute of Engineers (IIE). This program is designed for Masters of Engineering graduates to develop their specialised engineering knowledge. To be eligible you need to be a Full grade member of the IIE.



For further information on this program contact the President at scu@cbcl.ch

Graduate Profile



Dr Jacomo Sorie-Samuya Bangura

Dip.Ed, BA, MA, D.Litt

Dr Jacomo Sorie-Samuya Bangura was born in the mid-1940s in Sierra Leone and most of his academic attainments were in his country. He holds the following academic and Professional qualifications: Certificate (Personnel and Industrial Relations) - IPAM (USL), 2000; MA (Rural Social Development) - Reading University (UK) - 1988; Fellow of the Royal Geographical Society (FRGS) – 1977; BA (General) Geography and Politics and Post-Graduate Diploma in Education (Dip. Ed), Fourah Bay College (USL) – 1975 and 1976, respectively.

Jacomo is a renown academic icon and erudite educator, mostly in Tertiary Education: ***Teacher:** St. Francis Secondary School, Makeni (1968-70); ***Teacher:** Ahmadiyya Muslim Secondary School, Freetown - (1975/76); ***Teacher:** Bannerman Secondary School, Freetown - (1976/77); ***Principal Lecturer and Head of Department:** Makeni Teachers College - (1977-1996); ***Principal Lecturer and Head of Department:** Institute of Advanced Management and Technology (IAMTECH), Freetown - (2006-date). ***Course Director:** St Clements University “**On-Line Initiatives**” in Sierra Leone - (2006-date). ***External Invigilator:** Cambridge Intl. College; ***Part-Time Lecturer:** Fourah Bay College (USL); and Institute of Public Administration and Management - IPAM (USL). ***Consultant:** Education, Health and Social Development Services. ***Sportsman** - special passion for ‘Cricket’.

Other work experiences: ***Regional Programme Manager and Administrative/Personnel Manager:** Planned Parenthood Association of Sierra Leone (PPASL) - (1996-2002); ***Programme Coordinator** - Sierra Leone Prevention of Maternal Mortality and Neo-Natal Association (SLPMMA), Freetown - (2002-2003); ***District Census Officer:** Bombali - (2004 Population and Housing Census); ***District Coordinator:** National Pilot Registration of Voters, Sella-Limba Chiefdom, Bombali District - (1994); ***District Coordinator-** Presidential and Parliamentary Elections, Bombali District - (1996). ***Co-Tutor (Social Studies):** SLTU/CTF IN-SERVICE TRAINING - (2008); ***Language/X-Cultural Coordinator/Site Administrator:** - ‘PEACE CORPS’ Sierra Leone - (1972-1982); ***Team Leader (PPASL – TEAM LEADER):** Pre-Discharge Orientation for Ex-Combatants - Port Loko South, (2000); ***Consultant (Social Scientist):** Prevention of Maternal Mortality and Neo-Natal

(PMM) Network in Sub-Saharan Africa; ***Member:** Varied Civic Organizations in Sierra Leone.

He is ***Co-Author:** “Use of Community Motivators to Promote the Use of Emergency Obstetric Services in Sierra Leone”; H.B.S. Kandeh et al; Special Chapter, and Supplement to the International Journal of Gynaecology&Obstetrics; Vol. 59 (Suppl. No. 2) – Nov. 1997.

Dr Bangura recently received a **Doctor of Letters** in Sociology (D.Litt) from St Clements University (T&C) with his publication “Repositioning NGO Operations to Address Rural Socio-Economic Development Initiatives in a Post-Conflict Scenario: A Case of the Catholic Relief Services (CRS) Operations in Sierra Leone”.

St Clements University Higher Education School - Niue

Electrical Engineering Mechanical Engineering Civil Engineering Information Technology

These programs can be taught at four levels:

- Certificate in Electrical Engineering
- Certificate in Mechanical Engineering
- Certificate in Civil Engineering
- Certificate in Information Technology

- Diploma of Electrical Engineering
- Diploma of Mechanical Engineering
- Diploma of Civil Engineering
- Diploma of Information Technology

- Advanced Diploma of Electrical Engineering
- Advanced Diploma of Mechanical Engineering
- Advanced Diploma of Civil Engineering
- Advanced Diploma of Information Technology

- Bachelor of Applied Engineering (Building Services)
- Bachelor of Applied Engineering (Mechatronic)
- Bachelor of Applied Science in Information Technology

For further details please visit
www.stclements.edu.nu

IPFM Convocation October 2013 Keynote Speech

An Epidemic of Cognitive Dissonance?

by Dr Tarun Pathak

My previous speeches and articles have honed in on the adverse developments in the UK tertiary education sector, tourism and immigration into the UK. This article is no different from my ongoing concerns about what is happening in the UK, and also around the world though I am aware that these concerns may provoke a high level of controversy!

It is extremely disappointing to note that the number of attendees for the graduation ceremonies has progressively declined over the years. This is despite the number of applications progressively increasing. This is largely because the UK Border Agency (The Home Office Agency responsible for granting visas) has radically cut back on the percentages of visas granted to come to the UK.

IPFM believes that only 10% of applications from Nigeria are accepted, with many of the rejections totally unwarranted. Documents are often said to be missing when they are not. The system is no longer fair in that there is no right of appeal. The UK Border Agency staff are now playing God but with political bias, which is without doubt racist.

FALL IN NUMBER OF INTERNATIONAL STUDENTS

Firstly, the number of international students coming to the UK has dramatically decreased, notably because of the following factors:

- Non-accredited Universities are now not being able to trade practically in the UK except for local students. To give a couple of examples, Schiller International University and Richmond American University in London have had to curtail UK Operations.
- There is now only a limited number of private colleges in the UK available for students to choose from – and they have had to raise the students' criteria to come and study in the UK. Since 2011, the student enrolling at a private college in the UK is now no longer allowed to undertake any form of paid work. Previously they could get a work permit which allowed them to earn enough to survive, although many such students were exploited by unscrupulous employers.



- A recent documentary exposed some of the scams going on in UK private education. One was an Academy De London, originally a Highly Trusted College, which was based above local shops in East London with shabby classrooms and low student attendances. The management there was covering up for students when they did not attend classes, claiming they did attend, whereas in fact they were really working - a serious breach of the Tier 4 Student Visa rule.
- London School of Business & Finance (LSBF), is another college that has been under scrutiny, despite being one of the largest private business colleges in the UK that catered for both local and overseas students. LSBF had an affiliation with the University of Lincoln, however an agent in Pakistan gave prospective students the incorrect belief that scholarships would be offered on a first come first served basis, whereas in fact, a lot of university criteria would need to be met before scholarships were awarded. The agent also gave an example of the Founder of Pakistan; the highly respected Muhammad Ali-Jinnah (1947 – 1948) studying at University of Lincoln, whereas in fact, he was called to the Bar of Lincoln's Inn – two very different organisations indeed!
- Despite promises on refunds, either because of visa refusal, or cancellation of classes made by LSBF, students were not getting those refunds. When they argued that these were the terms made on the application form, the administrative staff denied all of this.
- There was also a college in Birmingham called Financial Business Training, which traded as the LSBF Birmingham. This college (or campus) has been seriously criticised by the students and the public for having poor administration, teaching and classroom management – all this led to uncontrollable riots by the students against various staff members of the college.
- The documentary also uncovered how some international students had been working illegally in some organisations on a cash-in hand basis, and another batch of international students suffering themselves, having to run around various colleges just to get their Confirmation of Attendance of Studies (CAS) letters and complete their studies; as a result not being able to face their families or friends.
- The UK Universities have been constantly raising their fees making it nigh impossible to study in the UK. OK, so enrolling at a UK University give the students the rights to work their 20 hours, but this has been largely negated by the high prices charged by the Universities.

Even some of the poor ranking universities are charging £12,000, which is a pure rip off given the poor quality of tuition provided. The private colleges used to provide excellent tutorials as most of the top lecturers were in the private sector. Stephen Lumby ex London School of Economics lecturer was a prime example. Now university students have to spend more time reading, which in turn reduces the number of hours they have available for work. Ironically enough, a person from the Home Office being interviewed in the programme said “Students attending private colleges are not helping the UK Economy but the colleges only, whilst students attending proper Universities are helping the economy!”

- The UK Universities have become very reluctant to validate UK and International programmes in the wake of the University of Wales and London Metropolitan University sagas. Readers unfamiliar with these shocking sagas can find full details on the internet.

DECREASE IN UK TOURISM

Secondly, the number of tourists and visitors coming into the UK has also taken a nose-dive notably because of:

- Tourists being less welcome because of their supposedly polluting and corrupting the country.
- The pound has been relatively strong making it more expensive for overseas visitors.

CHANGES TO THE HIGHER EDUCATION SYSTEM

Reverting back to the private college profession, because of the decline of international students, a new scheme has come in whereby local students and other international students, not constrained by the requirements have now got the opportunity to study for free at private schools thanks to the Student Funding Agency (SFA). However, I can see no improvements in the private sector profession, notably because the opportunities are only available for students wishing to do the Edexcel Level 4 Higher National Certificate or the Level 5 Higher National Diploma in Business. So nearly all the private colleges have had no choice but to offer nothing but these programmes. So there is little scope for initiative on the part of the participating colleges.

Furthermore, these students who attend, do not really have much interest in studying either! All they wish to do is to exploit the SFA scheme by getting a loan but scarcely attend classes. Most of these students tend to come from broken working-class families, and are lacking in manners or respect for their lecturers. No doubt before long the government will find out what is going on, and either curtail or halt

the SFA scheme thus putting in grave danger the students, their families, and the tertiary educational sector.

THE IMPACTS OF TECHNOLOGY ON LIFE AND EDUCATION

Another thing that has become a cause for concern is the over-reliance on information technology (IT). Once upon a time, before all this IT, electronic mails and social networking sites, we actually had a social life, by going out and meeting people, going to places and feeling good within ourselves. Now, with all these technologies, people feel very reluctant to move about apart from their usual journeys to work/ school. Everyone now is so reliant on spending their free time, communicating with people, and conducting their works and hobbies via internet and communications technology. The world is thus changing but not for the better.

Reverting back to the educational sector, technology seems to have to have brainwashed all the relevant actors and factions involved. Enrolment is now electronic, assessment is now electronic, and worse-still, lecturers now have to rely on information and communications technology (ICT) to make their lecture interesting! What a joke! Today, many students, teachers and other so-called stakeholders in the education sector seem to be of the opinion that Powerpoint is **the** main tool for teaching. How ludicrous!

When I did my bachelors and masters via Emile Woolf College, apart from the computer and information technology classes, they never used to have such things as Powerpoint presentations – instead lecturers used to give written detailed notes on the projector, along with paper handouts. In those days, lecturers like Michael Mainwaring, Durgesh Desai and Robert Sowerby used to teach with full gusto, without the need for gimmicky gadgets. Lecturers, along with other professional people were very unique people, in that they had unique selling points that really made themselves stand out from the crowd. – now lecturers have to use Powerpoint and other modes of ICT to make their lectures interesting, since ICT is the perceived norm and the presenter does not need to be unique.

THE MESS THE GOVERNMENT HAS CREATED

So as I see it, the epidemic of cognitive dissonance has spread over the years, largely because of government intervention and ICT. But why did I also mention the government? To begin with, mindless government intervention has led to the private educational profession becoming a complete shambles. Most illegal migrants coming into the UK have not been students. Most students have chosen to

go back to their countries after achieving their qualifications.

The government has caused other forms of ruckus to the UK, notably through:

- The National Health Service (NHS) that consists of rude and mindless reception staff, doctors, surgeons and nurses all engaged largely in completing paperwork and following onerous procedures giving them insufficient time to really care for their patients. Many have lost faith in the NHS despite the billions of pounds being spent on it.
- The primary and secondary schools in which the teachers have no choice but to follow rigorous rules and regulations meted out by the Government and the Local Authority about how education is carried out. So no longer can pupils take time off school during term time for holidays and if they became ill, they need to back it up with some medical evidence, meaning the human factor has been forced out by the government. Furthermore, there was a call for schools to provide more healthy foods instead of junk food like greasy burgers and fish and chips. On the other hand, this is being negated by the cut in the funding provided by the Government so the meals provided to students cannot be up to the desired standard.
- The privatisation of the Royal Mail which I can see nothing but a total destruction in the postal services, since it is most likely that the new owners would do nothing but make a pig's ear out of the organisation and its services! There is already a provision being made to increase the cost of deliveries, meaning that stamps and other postage costs would unnecessarily escalate.
- Returning to the education sector, the Government has formed two unnecessary bodies: Ofsted (Office for Education and Employment); and Ofqual (Office for Qualifications), both of which are causing destruction to the UK education system. Ever since the qualifications have moved from the NQF (National Qualifications Framework) regulations to the QCF (Qualifications & Credit Framework), the qualifications have been adversely rebranded.
- The rebranding meant that instead of being Diploma, Bachelors, Masters or Doctorate students they are either Level 3 (equivalent of 'A'Levels); Level 4 (equivalent of a Diploma or a BA Year 1); Level 5 (equivalent of an Advanced Diploma or BA Year 2); Level 6 (equivalent of a Graduate Diploma or a BA Year 3); Level 7 (equivalent to a Masters); or Level 8 (equivalent to a Doctorate). Thus instead of anyone saying they have a Bachelors or Masters

degree, they now say they are Level 3/4/5/6/7/8 qualified! A major problem with this is that many do not understand, or subscribe to this new system of awards.

- All this is the result of putting politicians in charge of education, and those chosen usually do not have a background or an understanding of education. It would appear that they have to make such changes to impress the prime minister. Whether he is, or not, no one else is least of all those in charge of running the educational system at the sharp end.
- On this same note, many universities and professional bodies are now seeing Edexcel as the 'God' of qualifications, with less emphasis on the top universities such as Cambridge, Oxford, and Harvard Business School.

CONCLUSIONS

It is sad to see the adverse impacts all these have had in general, however this should evoke a wake up to see the effects all this is doing to the UK by the politicians of the major parties. It is little wonder that there is a mass exodus to the United Kingdom Independence Party (UKIP), as there is that feeling it could not do any worse than those who have been in power over many years. There could be that rare glimpse of home that UKIP may bestow power to various people that know their industries better and bring back some form of humanity and common sense, once and for all.

Attention **St Clements University** **Graduates who studied in** **London at:**

- London College of Advanced Studies
- West London School of Management & Technology
- Stratford College of Management
- Leicester College of Technology
- Midlands Academy of Business & Technology

If you graduated with St Clements University from one of the above London Colleges could you please contact the administration at admin@stclements.edu

The administration believes it has information which may be important to you.