Private higher education in the UK: historical trends and its current state

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PROPHE THE PROGRAM FOR RESEARCH ON PRIVATE HIGHER EDUCATION
Dedicated to Building Knowledge about Private Higher Education around the World

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THE RELATIVE IMPORTANCE OF PRIVATE HIGHER EDUCATION IN EUROPE [1]

Table I. Private and Public Enrolment in EU Higher Education (2009)

Countries	Total	Public	Private	Government-Dependent Private	Independent Private	Private/Total (%)	Independent Private/Total (%)
European Union (27 countries)	19,186,568 [1]	16,202,024	2,984,544	684,343	2,300,201	15.6	12.0
Austria	308,150	256,721	51,429	51,429	0	16.7	0.0
Belgium	425,219	182,682	242,537	242,537	0	57.0	0.0
Bulgaria	274,247	215,867	58,380	0	58,380	21.3	21.3
Cyprus	30,986	8,776	22,210	0	22,210	71.7	71.7
Czech Republic	416,847	356,681	60,166	9,883	50,283	14.4	12.1
Denmark	234,574	230,498	4,076	3,856	220	1.7	0.1
Estonia	68,399	10,795	57,604	45,289	12,315	84.2	18.0
Finland	296,691	248,298	48,393	48,393	0	16.3	0.0
France	2,172,855	1,763,806	409,049	60,074	348,975	18.8	16.1
Germany [2]	2,119,500	2,023,400	96,100	0	96,100	4.5	4.5
Greece	*672,284*	*672,284*	*0*	*0*	*0*	*0.0*	*0.0*
Hungary	397,679	333,042	64,637	64,637	0	16.3	0.0
Ireland	182,609	176,894	5,715	*0*	5,715	3.1	3.1
Italy	2,011,713	1,857,961	153,752	*0*	153,752	7.6	7.6
Latvia	125,360	6,783	118,577	77,719	40,858	94.6	32.6
Lithuania	211,389[1]	185,861	25,528	0	25,528	12.1	12.1
Luxembourg [3]	…	…	…	…	…	…	…
Malta	10,352	10,352	0	0	0	0.0	0.0
Netherlands	618,502	*618,502*	*0*	*0*	*0*	0.0	0.0
Poland	2,149,998	1,432,711	717,287	*0*	717,287	33.4	33.4
Portugal	373,002	282,438	90,564	0	90,564	24.3	24.3
Romania	1,098,188	633,425	464,763	0	464,763	42.3	42.3
Slovakia	234,997	203,613	31,384	374	31,010	13.4	13.2
Slovenia	114,391	100,673	13,718	5,476	8,242	12.0	7.2
Spain	1,800,834	1,590,025	210,809	36,810	173,999	11.7	9.7
Sweden	422,580	384,714	37,866	37,866	0	9.0	0.0
United Kingdom [4]	2,415,222	2,415,222	0	0	0	0.0	0.0

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Private HE Regulations

Private higher education sector in the UK subject to few regulations, and little government oversight.

- Five private universities in the UK.
- Five University Colleges;
- One further institution with degree awarding powers.

- Restrictions also apply to the 115 alternative - mainly private - institutions eligible to enrol students with publically funded loans i.e. that have course designation.

Other than this no official record is kept concerning private HE

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The 2017 results: 813 private HE providers operating in the UK

Table 1: Single and Multi-country provider locations

Location	Frequency	Percentage
England only	712	88
Scotland only	25	3
Wales only	19	2.4
Northern Ireland only	14	2
England & Scotland	17	2
England & Wales	7	> 1
England & Northern Ireland	4	> 1
Scotland & Wales	1	> 1
England & Scotland & Northern Ireland	2	> 1
Scotland & Wales & Northern Ireland	8	1
Jersey or Isle of Man	4	> 1
Total	813	100.0

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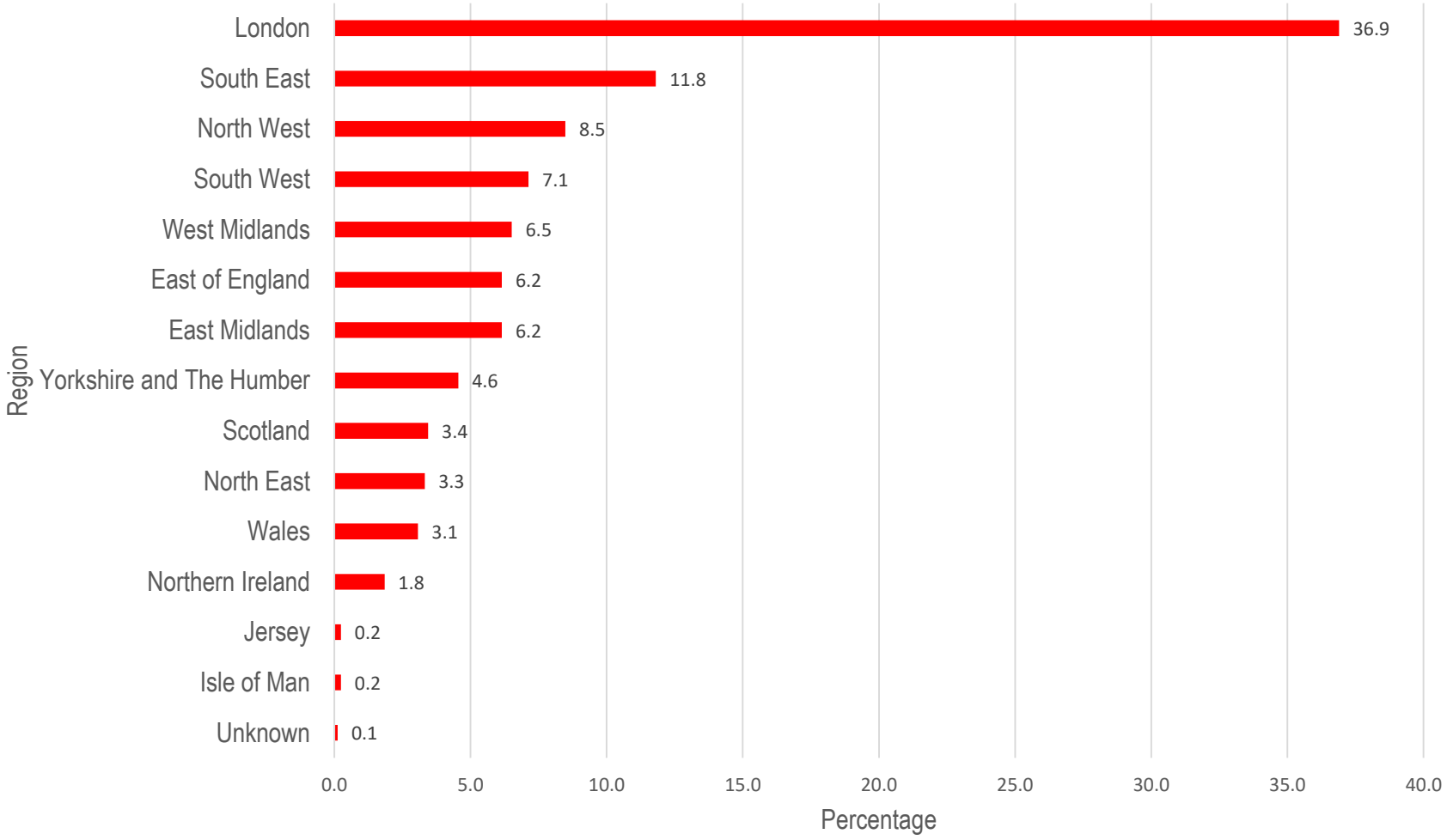
Percentage of private providers' by UK Region



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Membership professional bodies became exam based

- "…by the 1880s examinations had to be passed in order to become a barrister, solicitor, doctor, surgeon, clergyman, pharmacist, a merchant navy officer on a foreign-going ship, or a mine manager…Examinations had become accepted as an essential basis of the professions" (Millerson, 1964, p. 125).

- The Library Association
- the Institute of Actuaries
- the Chartered Insurance Institute
- the Chartered Institute of Secretaries

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There were 136,701 practicing solicitors in England and Wales in 2016, and 15,899 barristers

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The English legal system can be traced back to Henry II (1154-1189): introducing

- Juries
- Assizes
- Common law

Before 1872 qualification was a matter of joining an Inn of Court & apprenticeship…

Inns of Court (surviving) & associated Inns of Chancery
1391 Gray's Inn - Staple Inn and Barnard's Inn
1404: Middle temple – New Inn
1422 Lincoln's Inn - Thavie's and Furnival's Inns
1440: Inner temple - Clifford's and Clement's Inn

But the Inns of Court ceased to provide tuition around the time of the civil war

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Universities - the academy - did not teach English law until the 19th century

- Law departments remained few

- By 1938 there were only 1500 law students in England
- Concentrated on principles rather than practice

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Qualifying as a barrister before 1872

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Qualifying examinations introduced for Barristers in 1872

The demand for tuition led to the foundation of:

- Council of Legal Education – 1852
- The Inns of Court School of Law, established in 1962 – exclusive authority over the Bar exam; since 1997 licensed to other providers
- The Inns of Court Schools of Law merged with City University: The City Law School in 2001

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Qualifying examinations introduced for Solicitors in 1860 (compulsory 1877)

The demand for tuition led to the foundation of:

- A number of crammers in the 19th Century e.g. Gibson & Weldon (1876)
- The Law Societies' School of Law in 1902
- Law Society began licence public commercial colleges to teach to their exams in the 1960s
- Gibson & Weldon merged with the School of Law to form the College of Law - 1962
- University of Law - 2012

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Table 2: Private Universities/ Colleges in the UK 2018

Institution	Founded	Title granted
University of Buckingham	1973	1983
BPP University	1976	2013
University of Law	1962	2012
Arden University (formerly RDI)	1990	2015
Regents University	1984	2013
University College (now Campus) of Football Business (UCFB)	2011	2011
University College of Estate Management	1919	2015
The Ashridge	1959	-
London Institute of Banking and Finance	1879	2013*
University College of Osteopathy	1917	2017
AECC University College	1965	2017

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Chartered Accountancy

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Chartered Accountancy

The Institute of Chartered Accountancy of England and Wales

- Did not teach to their own qualification introduced 1882
- Did not countenance involvement in the public sector
- Entirely mediated by correspondence courses until mid 1960s

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Chartered Accountancy

Proportion Studying by Correspondence for Professional Exams (1963)

Professional Society	Examination	Percentage studied via correspondence
Institute of Chartered Accountants	Intermediate	100 %
	Finals	100 %
Institute of Costs and Works Accountants	Unspecified	40 %
Law Society	Intermediate	40 %
	Finals	35 %
Chartered Institute of Secretaries	Unspecified	50+
Institute of Chartered Surveyors	Unspecified	“rather less than half”

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Principle Private Schools of Accountancy

Year	Provider	Year	Provider
1949	Cear Rhun Hall - merged with ATC in 1983	**1965**	London School of Accountancy: liquidated 1977
1958	Financial Training Company - formerly Anderson, Thomas, Frankel	**1966**	Worthington Duffill & Co
1960	Donald Rich & Co - merged with Chart Tutors 1977	**1972**	Reed College
1965	Chart Tutors	**1975**	Emile Woolfe & Associates Ltd - now E. W. Fact
1965	Accountancy Tuition Centre - merged with Chart Tutors 1988 to become ATC/Chart	**1976**	Brierley, Price, Prior & Co

By 1994 there were three remaining private providers – Financial Training Company (acquired Kaplan 2003), ATC (acquired Kaplan 2003) and BPP

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Business

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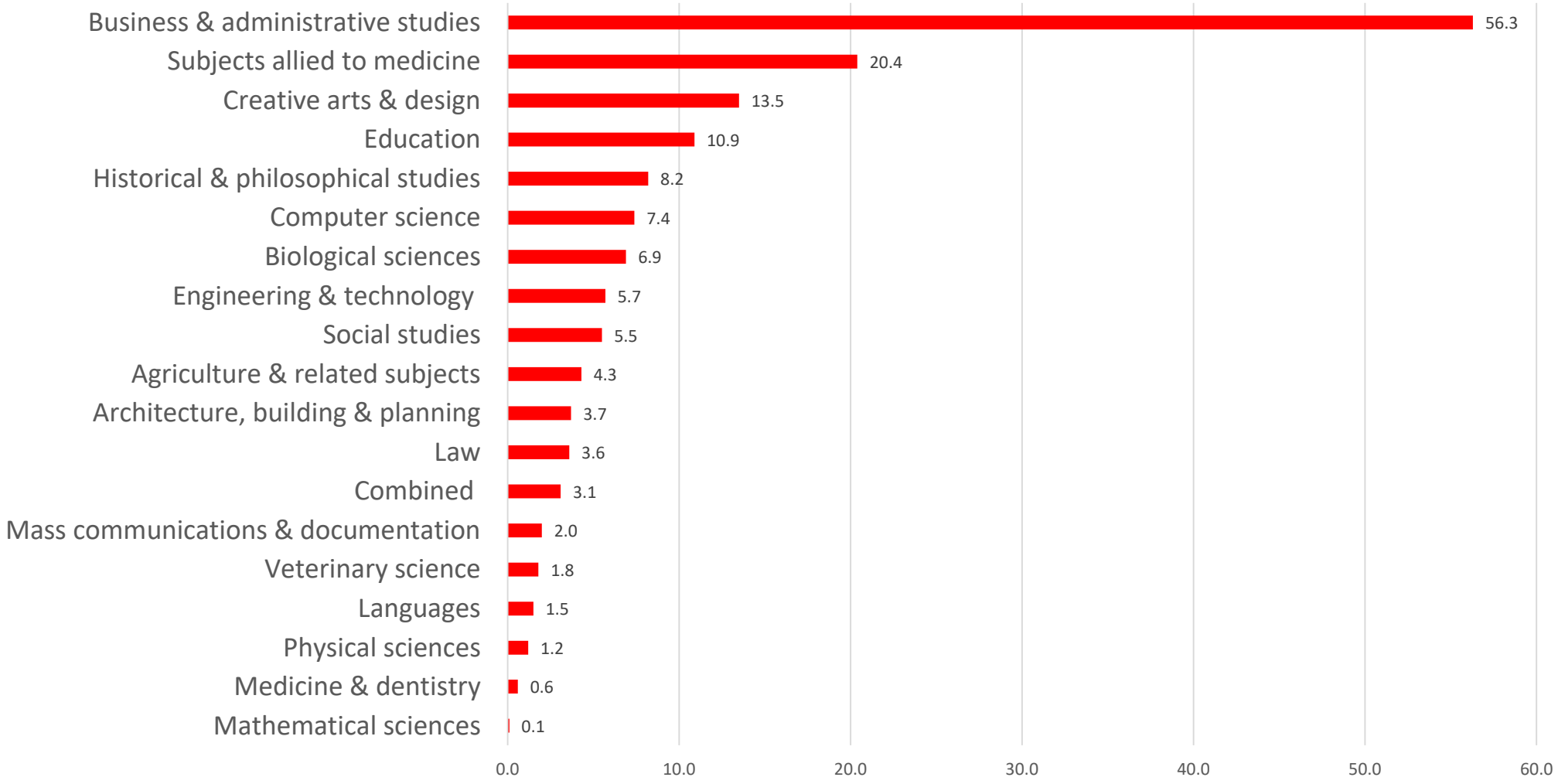

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Business

There was little post-war provision of business education,

Hostility expressed by both business & academics.

> “The whole ethos of British management was to depend on a survival of the fittest strategy and that effective managers would naturally gravitate to the fore or top. Character, initiative energy and imagination were all highly prized attributes, more so than knowledge or intellect” (O’Hare, 2004, p.4).

Attitudes personified in the form of the “Savoy Group”, 1960s group of industrialists’
intent on retaining industry based management training, and resisting university based management education.

“management studies in their present form represent a travesty of the traditional, proper, and unique role of universities”
(V.L. Allen 1961).

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Most located in the private sector.

In-house provision

Up to 3,000 companies were offering some kind of instruction, including Shell, Unilever, and ICI.

Independent colleges

- Henley in 1946/47: 12 week management course: Degrees in 1972
  "It was the first British institution focusing on the training of managers and administrators for greater responsibility"
- Ashridge College in 1959: an alternative to Henley, offering shorter courses, designed to suit executive clientele. Degrees in 1988
- Roffey Park Management Centre in 1972

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Britain's first academic management qualification appeared in 1947

- the two stage National Scheme of Management Studies,
- revised in 1961 becoming the Diploma in Management.

By 1960 175 institutions were offering at least one of the two stage, and in 1961 1,600 students were taking the Diploma

Popularity of Chartered Accountancy qualifications

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“Many of our witnesses have complained that the present educational arrangements for management education are deficient.

This country, it is urged, does not provide the training for management that is needed if it is to hold its own in the modern age.”
(Robbins, 1963 para. 408).

The Robbins report lead to the foundation of public Business Schools (London Manchester) in the mid 1960s, and degree level qualifications.

Talbot (1997 p. 121)
“by the mid-1980- most UK managers still received neither education nor training”

By 2016 the Chartered Association of Business Schools had 120 UK members.

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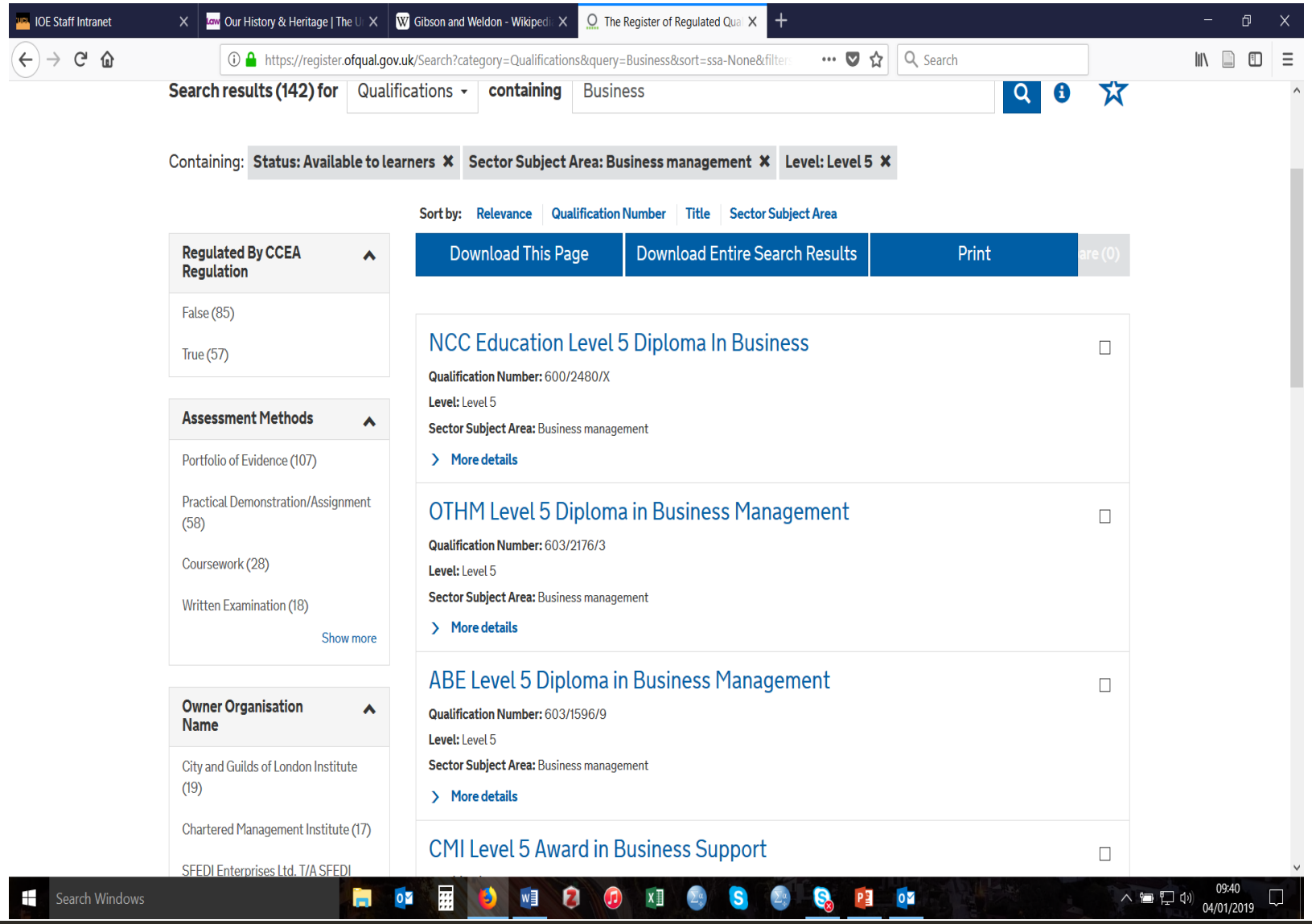

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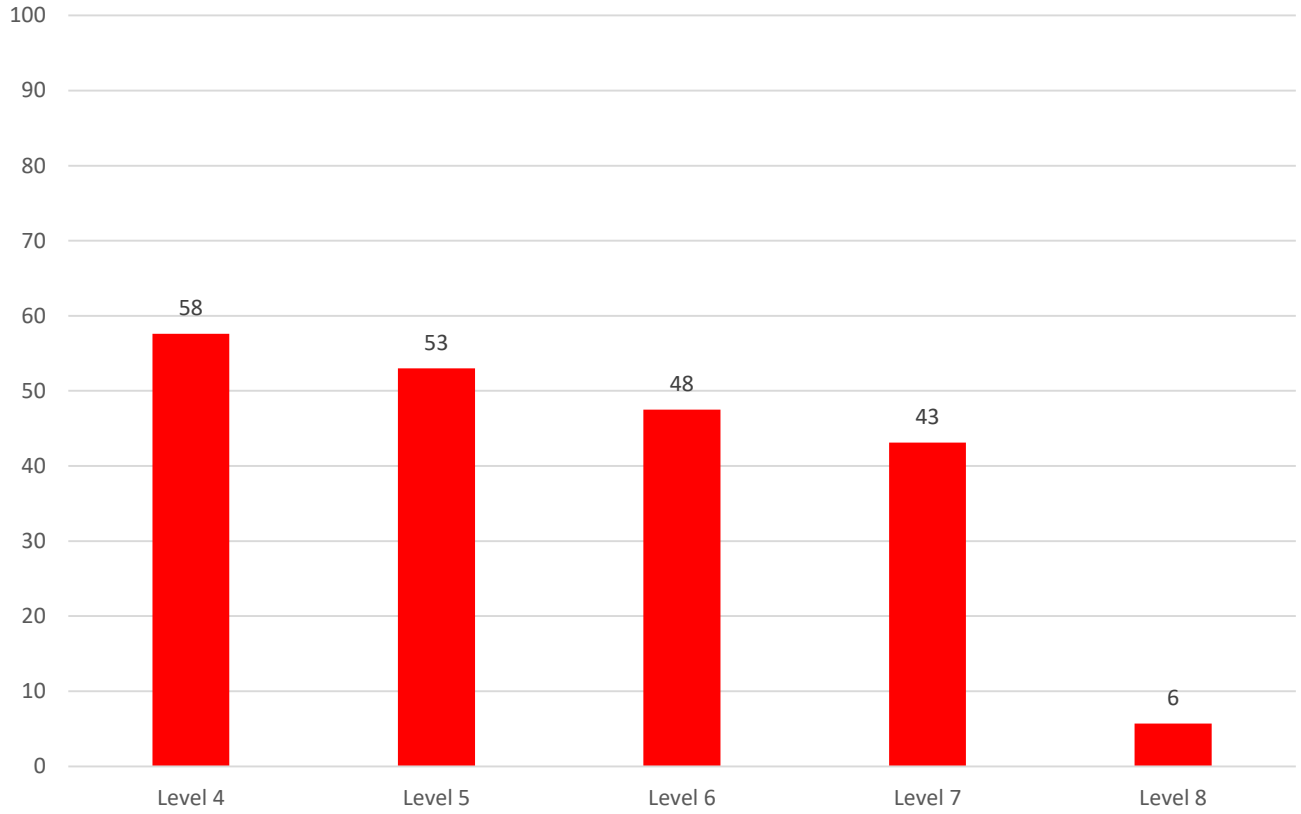
Percentage of providers offering each qualification level



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Government attitudes

- Actively promoting the alternative sector since 2004
- Aiming at expanding the undergraduate provision
- Higher Education and Research Act (2017) restructured oversight of the HE sector placing public and private providers under the same regulatory framework, some will be able to access grants for teaching and research
- Immediate access to degree awarding powers
- Swifter & more straight forward access to the title University

Government motive for promoting private HE

Making it easier for these [alternative] providers to enter and expand will help drive up teaching standards overall; enhance the life chances of students; drive economic growth; and be a catalyst for social mobility. They will allow us to improve the capacity and agility of the higher education sector, transforming its ability to respond to economic demands and the rapidly changing graduate employment landscape

Success as a knowledge economy p.9, para 11

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Large Private Providers and Aspirant Universities

GSM

Net loss of £9.9 million in 2017
£26 million of its debt has been waived by its private equity owners

New College of the Humanities

"present student numbers are not sufficient to meet all of the costs of the college" & has been relying on a shareholder loan.

Recently bought out/ merged/ entered a global partnership with a US college Northeastern

The London School of Business and Management/ Bloomsbury Institute

'The University Experience with a Personal Touch'

Running at a loss since at least 2007
The School has had a loan totalling $5 million from its parent company: £4,159,851 was outstanding as of 31 July, 2017.

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Government attitudes

- Higher Education and Research Act (2017) restructured oversight of the HE sector for the first time placing public and private providers within under the same regulatory framework
- Most private providers remain excluded from oversight, only about 20 per cent will feature in the framework
- About 10 per cent without any external partner at all

Issues faced around private HE

- Common regulatory frame work is likely to dissolve some differences between public and private providers, principally source of funding
- Common regulatory frame work is likely to exacerbate others: for profit status of some providers; location of tax registration
- Large proportion of private providers excluded from regulation, risks exacerbated
- Apparently low supply of further potential universities
- Financial viability of prospective universities
- A sector more geared to sub bachelor and post graduate professional development

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Meeting demand with un-accredited qualifications

It was estimated there were about 600 computers in use in the UK in January 1965, with another 400 expected immanently. The Ministry of Labour had already identified an acute shortage of programmers as a problematic feature of the labour market

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FE Courses in Computing

- City and Guilds introduced basic and advanced Certificates for Computer Personnel (Subjects 319 and 320) in 1964, which stand as the original FE courses, and included elements of both machine operation and programming

Degree level course in computing

- The Brighton College of Technology was the first institution to offer a specifically computing honours degree, in 1964, specifically, a Computing and Data Processing honours degree, taken as a four years sandwich course.
- Hatfield College of Technology offered a BSc in Computer Science soon after.
- Manchester University established a Computer Science department in 1965, and began undergraduate courses the following year: its Research School in Computer Science had eight students in 1965.

Post graduate courses in computing

- Combining figures for Edinburgh and Glasgow there were only seven students on post-graduate computing science courses in 1965; there were six at St. Andrews, Queens College, on a course defined as numerical analysis and computing. Queen's University Belfast had established such a numerical analysis and computing course by 1964, by 1965 there were 15 students enrolled; it began a Computing science course in 1966.

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Private computer schools in the UK

- The Fich Institute of Data Processing: 1962: five sites in London and Manchester
- The London School of Computer Training (LSCT) (1966)
- Stafford House Computer Courses (1966)
- The Electronic Computer Programming Institute (1967)
- Anglo-Swiss Computer Careers (1969)
- The School of Computer Technology (1969)
- Control Data Institute, international series of schools (1969)
- Robert Brooks Computer Schools in (1971)

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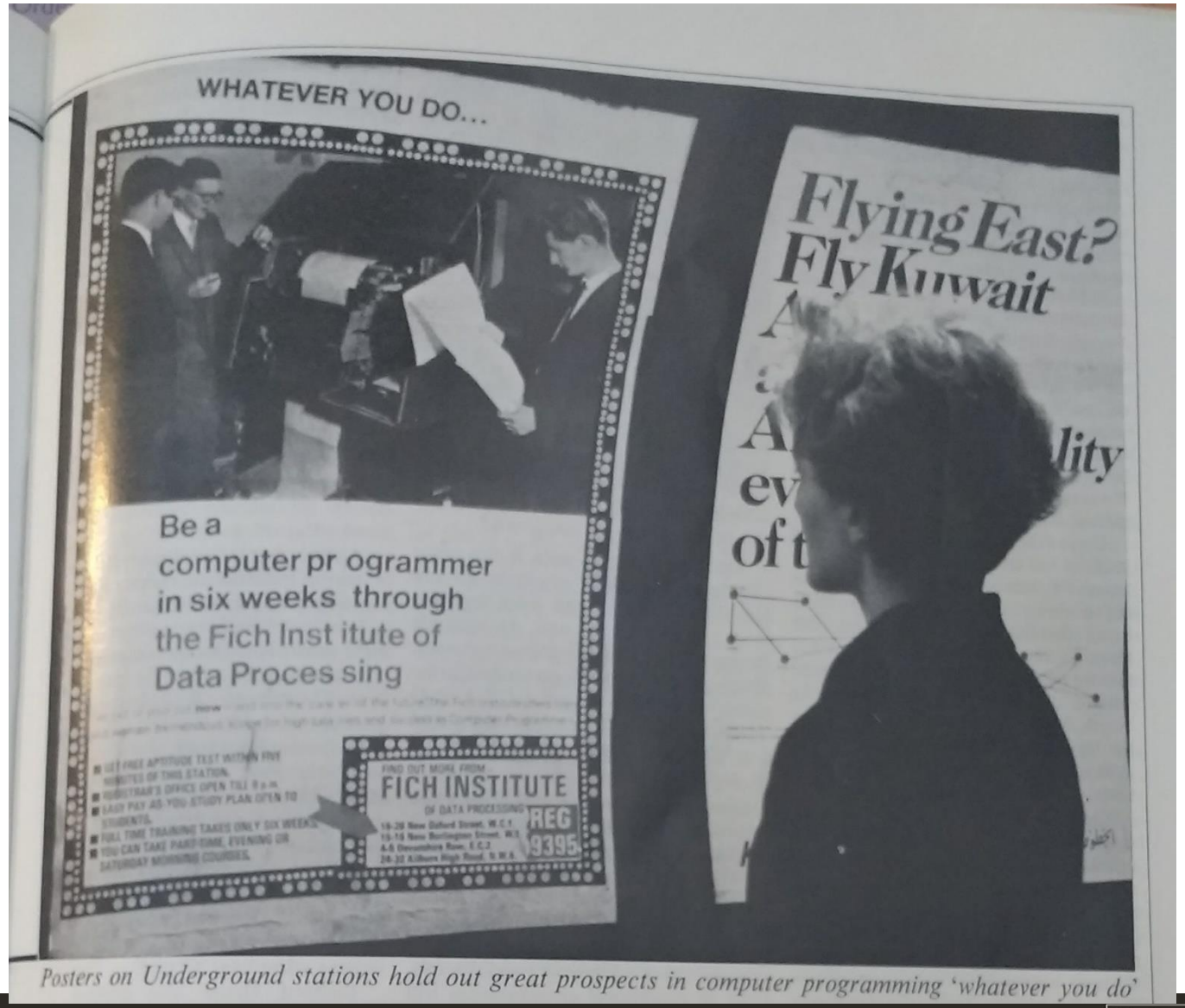

Posters on Underground stations hold out great prospects in computer programming 'whatever you do'

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Features of Private Computer Schools

Private computer schools unlike public sector educational institutions were not subject to any official control or even registration

Their courses were not required to meet any educational standards

- Often of short duration – which proved inadequate for employment, but suited their business model

  The cost of the courses in 1971 at six selected schools ranged from £80 (approximate 2017 value: £1,112) for a four week course, to £500 (2017 value: £7,000) for a full-time 20 week course (Which?, 1971).

  Edward Cox (LSCT) , speaking about his own school's qualification:

  "The certificate doesn't mean anything. It's not recognised by computer users. It's just a piece of paper"

National computer training muddle

By VICTORIA BRITTAIN, who, after passing an initial test at an independent computer school, was told by an IBM expert that "under no circumstances" would she ever be capable of writing the simplest of programmes.

IBM has opened a new computer training school and at least two new independent [redacted] have been started to join the existing half dozen or so. All this is in response to H M G's famous figure of a 20,000 shortage of computer programmers by 1970.

This much repeated figure is, in the view of those more closely involved in the industry, fatuous. The shortage is a very different one—of experienced programmers and systems analysts.

There are four avenues of computer training open at present: the computer manufacturers, the State, large users, independent schools.

The computer manufacturers and the large users are closely linked and to a large extent complement each other. Both make the point that they are too heavily committed in the field. Neither wish to become educational establishments as an offshoot to whatever their real business may be.

Training is a big expense in any firm and training for computers more expensive than anything else. IBM has £3 million worth of computers tied up in its training schools alone. But the large users and the manufacturers are forced into doing their own training by the deficiencies of the services available elsewhere.

Government courses are available in many technical colleges. Some of them give a good (and almost free) introduction to the background of computers. There are also new courses in systems analysis available at a few technical colleges. These are progently that it "has some reservations."

A real extension of Government facilities would cut the ground completely from under the independent schools. Already their teaching is largely unnecessary as anyone with any aptitude for programming will find no difficulty in getting himself on a course at the expense of one of Britain's computer-using companies.

The beauty of this arrangement to the would-be programmer is, first, that it is free, and second, that there is a guaranteed job at the end of it.

It is sad that this fact is so little known as no such advantages attend the graduates of the independent schools. The cost of a Fich Institute course is about £140, and this is not untypical. Courses may be full-time for about six weeks or part-time for as long as six months. Most people pass. How many get jobs?

The same story comes from Applied Systems and Personnel, the most specialised computer personnel consultants. Both firms quote failure rates for those who have taken independent courses which are, if anything, higher than the failure rate of the random selection of untrained people coming into the test "on spec."

My own experience with the Fich test speaks for itself: I passed the test, was told by my interviewer, Mr. W. P. Sweeney, that I could sign on to a course as soon as I wished, that I would "pass" at the end of the course, even if I had to retake the exam and that a full-time placements officer would help me with getting a job.

I was therefore chastened to stick on almost the first question of the IBM test and to be told at the end of it that "under no circumstances" would I ever manage to write the simplest of

They are presumably in business to make a profit and every candidate they turn down is worth £150 or so. One or two independent schools have stuck to high standards of candidates—and almost immediately gone out of business.

The computer manufacturers, personnel consultants and large user companies are unanimous in saying that on the whole the wrong people are selected for training by most of the independent schools. ICT and IBM attach as much importance to academic background and personality traits as to the aptitude test.

Their own programmers usually have about three A levels or a degree. Advertisements in the London School of Programming's computer personnel show a number of "graduates" have no O levels. This is typical of the independent schools. One Fich graduate (with a very good job now) told me that in his class he thought that at least half the other students were unable to benefit from the teaching either because their IQs were too low or because their background was unsuitable.

While selection standards are the most tangible complaint about the independent schools there are others. The London School of Programming is the only school with a connection with a manufacturer—Burroughs. Although the other manufacturers refuse to be associated with the independent schools, their name has been used on more than one occasion and their literature is displayed conspicuously in the schools.

The big employers now nearly

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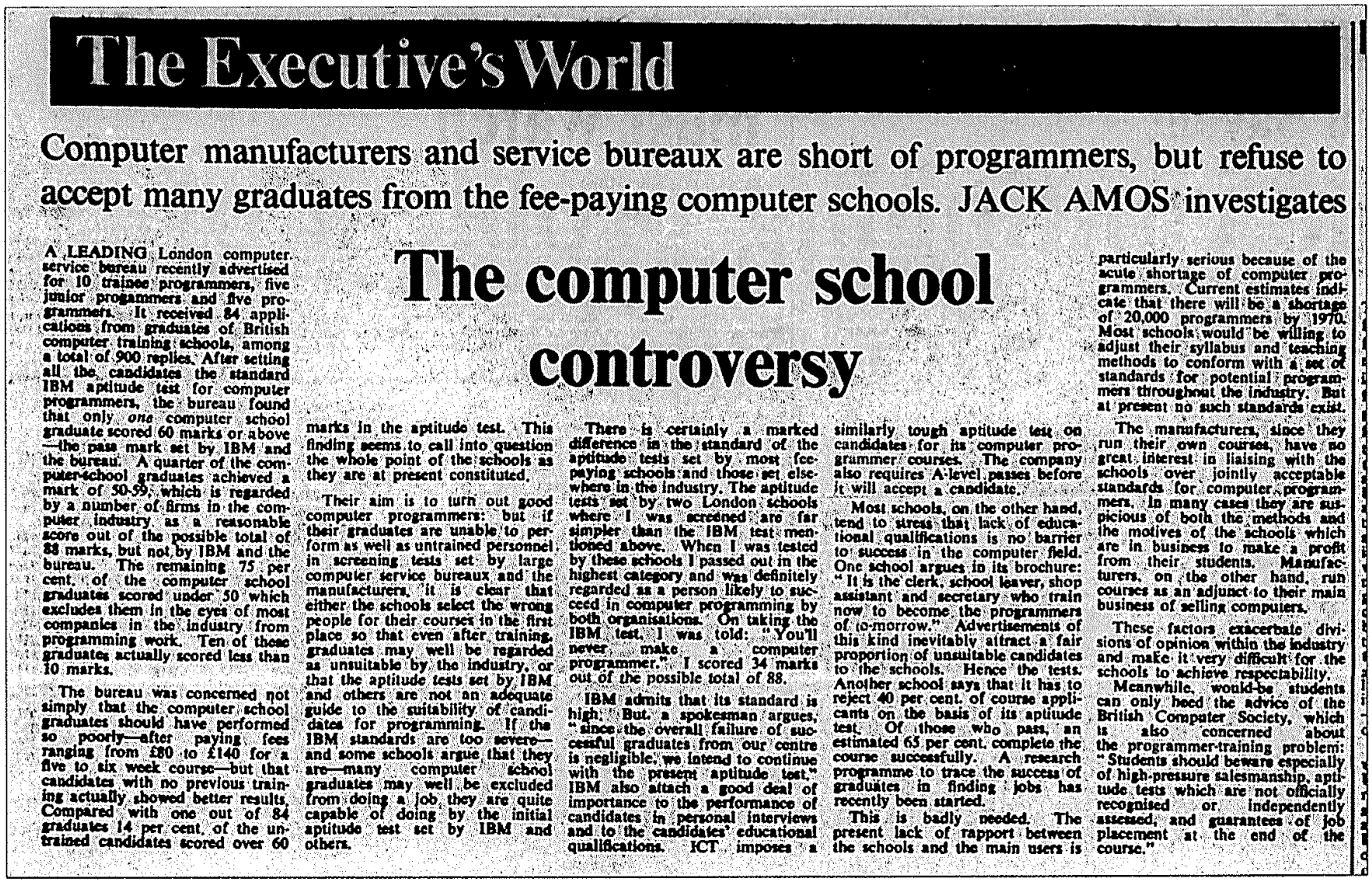

The Executive's World

Computer manufacturers and service bureaux are short of programmers, but refuse to accept many graduates from the fee-paying computer schools. JACK AMOS investigates

The computer school controversy

A LEADING London computer service bureau recently advertised for 10 trainee programmers, five junior progammers and five programmers. It received 84 applications from graduates of British computer training schools, among a total of 900 replies. After setting all the candidates the standard IBM aptitude test for computer programmers, the bureau found that only *one* computer school graduate scored 60 marks or above —the pass mark set by IBM and the bureau. A quarter of the computer-school graduates achieved a mark of 50-59, which is regarded by a number of firms in the computer industry as a reasonable score out of the possible total of 88 marks, but not by IBM and the bureau. The remaining 75 per cent. of the computer school graduates scored under 50 which excludes them in the eyes of most companies in the industry from programming work. Ten of these graduates actually scored less than 10 marks.

The bureau was concerned not simply that the computer school graduates should have performed so poorly—after paying fees ranging from £80 to £140 for a five to six week course—but that candidates with no previous training actually showed better results. Compared with one out of 84 graduates 14 per cent. of the untrained candidates scored over 60 marks in the aptitude test. This finding seems to call into question the whole point of the schools as they are at present constituted.

Their aim is to turn out good computer programmers: but if their graduates are unable to perform as well as untrained personnel in screening tests set by large computer service bureaux and the manufacturers, it is clear that either the schools select the wrong people for their courses in the first place so that even after training, graduates may well be regarded as unsuitable by the industry, or that the aptitude tests set by IBM and others are not an adequate guide to the suitability of candidates for programming. If the IBM standards are too severe—and some schools argue that they are—many computer school graduates may well be excluded from doing a job they are quite capable of doing by the initial aptitude test set by IBM and others.

There is certainly a marked difference in the standard of the aptitude tests set by most fee-paying schools and those set elsewhere in the industry. The aptitude tests set by two London schools where I was screened are far simpler than the IBM test mentioned above. When I was tested by these schools I passed out in the highest category and was definitely regarded as a person likely to succeed in computer programming by both organisations. On taking the IBM test, I was told: "You'll never make a computer programmer." I scored 34 marks out of the possible total of 88.

IBM admits that its standard is high. But, a spokesman argues, "since the overall failure of successful graduates from our centre is negligible, we intend to continue with the present aptitude test." IBM also attach a good deal of importance to the performance of candidates in personal interviews and to the candidates' educational qualifications. ICT imposes a similarly tough aptitude test on candidates for its computer programmer courses. The company also requires A-level passes before it will accept a candidate.

Most schools, on the other hand, tend to stress that lack of educational qualifications is no barrier to success in the computer field. One school argues in its brochure: "It is the clerk, school leaver, shop assistant and secretary who train now to become the programmers of to-morrow." Advertisements of this kind inevitably attract a fair proportion of unsuitable candidates to the schools. Hence the tests. Another school says that it has to reject 40 per cent. of course applicants on the basis of its aptitude test. Of those who pass, an estimated 65 per cent. complete the course successfully. A research programme to trace the success of graduates in finding jobs has recently been started.

This is badly needed. The present lack of rapport between the schools and the main users is particularly serious because of the acute shortage of computer programmers. Current estimates indicate that there will be a shortage of 20,000 programmers by 1970. Most schools would be willing to adjust their syllabus and teaching methods to conform with a set of standards for potential programmers throughout the industry. But at present no such standards exist.

The manufacturers, since they run their own courses, have no great interest in liaising with the schools over jointly acceptable standards for computer programmers. In many cases they are suspicious of both the methods and the motives of the schools which are in business to make a profit from their students. Manufacturers, on the other hand, run courses as an adjunct to their main business of selling computers.

These factors exacerbate divisions of opinion within the industry and make it very difficult for the schools to achieve respectability.

Meanwhile, would-be students can only heed the advice of the British Computer Society, which is also concerned about the programmer-training problem: "Students should beware especially of high-pressure salesmanship, aptitude tests which are not officially recognised or independently assessed, and guarantees of job placement at the end of the course."

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL
Office for Students ofs
Research England

1st February 1968: John Hunt MP for Bromley asked the Secretary of State for Education and Science whether schools of computer programming are subject to registration or approval by his department.

Surely the hon. Lady is aware that fee-paying computer schools are mushrooming all over the country?

On the strength of glib promises of a quick road to top salaries students are being induced to part with large sums of money for courses which often prove to be quite beyond their capabilities and at the end provide certificates which are useless to them.

Is not there a strong case for some sort of system of registration, in the interests both of students and reputable computer programming schools?

31st May 1968
Private schools should be subject to registration as efficient. They should be regularly inspected and there should be one nationally-recognised examination.

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Features of Private Computer Schools

The importance of maximising enrolment resulted in

- deceptive recruitment practices - overstating likelihood of employment: 90% claimed, 10% achieved
- attenuated course entry requirements – the one recorded instance of rejection in the *WHICH?* study - for being “too old”.
- Qualifications of little value

Edward Cox

> “If we gave IBM’s own full test, the enrolment rate would drop down to two per cent…then we’d be out of business”

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New Scientist 12 April 1973

Computer schools: little help for immigrants

Only a few per cent of computer jobs are ever filled by computer school graduates, and most of those come from schools run by the big computer manufacturers. The Department of Employment study Computers in Offices, for example, showed that only 5 per cent of new programmers and less than 2 per cent of new computer operators were trained by "commercial computed training establishments".

Despite the small percentage of jobs filled by the school graduates, US schools, at least, are training more people than the total number of jobs. The Los Angeles Chapter of the Association for Computing Machinery has an ombudsman, Dahl Gerberick, who looked into the subject. The US Department of Labour estimates that 71 000 new computer jobs open each year, but Gerberick calculated that commercial computer schools graduate 79 000 people a year.

In Britain, the worst hit group are coloured immigrants, according to Islington Council for Community Relations. Many immigrants are underemployed, and "highly motivated to improve their lot," but are "constantly being reminded that their qualifications are not up to UK standards," the report notes. This makes them "ripe psychological ground" for commercial computer schools.

The report mentioned a West Indian bus conductor who gave up his job and paid £300—his life savings—for a full time three-month programming course, but then could not get a job and had to return to London Transport as conductor. Another West Indian paid £175 for a computer operating course, but could never be considered for such a job because he could not pass a widely used aptitude test.

At a single branch of a London staff agency, there were 57 applicants registered for computer jobs. All but one were graduates of commercial computer schools and all but two were immigrants. Only four got jobs appropriate to the training, all as key punch operators.

Ironically, the Islington report noted, the problem for coloured immigrants may be made still worse because some companies may find it convenient to use the poor reputation of the computer schools as an excuse to discriminate.

Relief crews ex machina

Lighthouse keepers, almost the only recluses who get paid for their trouble, may soon abandon the sea as the route to their hermitages. Trinity House, which is responsible for all the lighthouses around the UK coast is experimenting with helicopters to deliver and collect lighthouse crews from their posts.

The first lighthouse to be given a helicopter landing platform is at Wolf Rock, about 7 miles (11 km) south-west of

Lands End. Wolf Rock is one of the most isolated and inaccessible lighthouses, and sea conditions often hold up crew changeovers (the first beacon on the site took five years to build—1836 to 1840—because there were so few days when the sea was calm). The present tower, built in 1861, needed special protection against the waves, which kept breaking apart the concrete and mortar. Each layer of stones in the lowest 13 m has a lip facing upwards, into which the stones above slot.

Unfortunately, the landing platform at Wolf's Rock is only 8 m wide—too small for Trinity House's helicopter. So the lighthousemen and their supplies will have to be winched to and fro until Trinity House can lay its hands on a smaller helicopter.

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Widening Access?

At a specific (but unnamed) London staff agency in 1973 57 individuals were registered for computer jobs, all but one was a product of commercial schools, and all but two were first generation immigrants: “only four got jobs appropriate to the training, all as key punch operators”.

Employers were recruiting on the basis of general academic ability A’ levels & degrees in addition to any previous computer experience

No oversight was ever established. The schools did not improve but eventually vanished.

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Control Data Institute (1969), international series of schools: the surviving Canadian element was bought by Corinthian Colleges in 2003. Corinthian Colleges in Canada had their licence to practice revoked in 2015. The entire enterprise ceased to later that year and filed for bankruptcy.

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Issues faced around private HE

- Common regulatory frame work is likely to dissolve some differences between public and private providers, principally source of funding
- Common regulatory frame work is likely to exacerbate others: for profit status of some providers; location of tax registration
- Large proportion of private providers excluded from regulation, risks exacerbated
- Apparently low supply of further potential universities
- Financial viability of prospective universities
- A sector more geared to sub bachelor and post graduate professional development