



Review for Specific Course Designation

Key Findings 2013-14

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Executive summary

This report summarises the key findings and judgements from 59 Reviews for Specific Course Designation (RSCD) carried out by QAA in England in the academic year 2013–14.

RSCD was a proportionate review method for alternative providers that deliver higher education, to check whether certain courses were of a quality to make them suitable for Student Loan funding. The method was based on the previous review method that QAA had operated for further education colleges between 2007–12. This method was intended to be developmental as well as judgemental, as it was the first time that many providers had been reviewed by QAA. Not all providers work with university partners and so had not had the benefit of university oversight in developing and delivering their courses.

This year, RSCD has been replaced by an adapted form of our main higher education review method, called Higher Education Review (Alternative Providers). This ensures that colleges applying for specific course designation are held to the same academic standards and expectations as all other higher education providers.

This report provides an overview of our RSCD reviews in 2013–14. Subjects taught by providers included dance and ballet, psychotherapy, business, decorative arts, childhood studies, and theology. Eight providers – 14 per cent of the total and the largest subject grouping – taught theology and religion. The awarding bodies and organisations for these courses included the universities of Cambridge, Essex, Glasgow, London, Manchester, Northumbria, Surrey and Wales; CILEx (Chartered Institute of Legal Executives); Pearson; City & Guilds; and OCR.

While the providers were located across England, Scotland and Wales, the majority were based in London and the South East. There were providers new to higher education, such as the Tottenham Hotspur Foundation, alongside more established providers (the London Electronics College Ltd). The median number of students taught per provider was 159.

Of the 95 providers that originally applied to QAA to be reviewed via the RSCD method, 23 withdrew from the review process and 13 transferred to a different QAA review programme. The success rate for the remaining 59 providers was high: 93 per cent of providers received a confidence judgement for academic standards; 95 per cent received a confidence judgement for learning opportunities; and 97 per cent a reliance judgement for information.

The good practice identified by review teams highlighted providers that were engaged with students and had the capability to engage with higher education, its norms and reference points. Good practice spanned an outreach programme that supported progression for students from low participation areas, through to a rigorous process for internal verification and second marking of assessments, and exceptionally thorough feedback to students via filmed assessments. At their best, the reviews highlighted vocationally relevant programmes that prepared students for professional practice and employment.

The largest volume of recommendations received by providers with successful judgements (109) concerned programme monitoring.

Four providers, all relatively new to higher education, received unsatisfactory judgements. This led to the withdrawal of designation for student support purposes for three of these providers; the fourth passed a further review (see Appendix 3).

For more information about RSCD reports and the learning they offer the particular and the higher education sector in general, see the individual review reports.¹

¹ All reports are available at: www.qaa.ac.uk/reviews-and-reports

About this report

A key aspect of the role of the Quality Assurance Agency for Higher Education (QAA) is to review how providers of higher education maintain their academic standards and assure the quality of the learning experience offered to students, and to report on the findings of review. QAA reviewers use the UK Quality Code for Higher Education (Quality Code) as a reference point that frames judgements about standards, quality and information. The Quality Code is owned by QAA and developed in consultation with the higher education sector.

Reviewing and reporting on the quality of education offered by higher education providers is central to QAA's mission to safeguard standards and improve the quality of UK higher education wherever it is delivered around the world. It is a system of peer review and our review teams consist of professionals with expertise in higher education.

The UK higher education sector accommodates considerable diversity, reflecting different types of provider (universities, colleges of higher education, and a wide variety of other institutions, charities and companies), courses and students. RSCD focused on independent colleges and universities that offer UK higher education which do not receive direct recurrent grant funding from one of the higher education funding councils; and may be operating for profit, or have charitable status.

Further information about QAA is provided in Appendix 1.

About Review for Specific Course Designation

Following its 2011 higher education White Paper *Students at the Heart of the System*, and the associated technical consultation, the UK government announced that the system of designation of higher education courses at alternative providers would be strengthened.² Review by QAA became a requirement for alternative providers that wished to apply for or maintain specific course designation for student support purposes (so enabling UK and EU students to access Student Loans Company funding).

Characteristics of the Review for Specific Course Designation (RSCD) method are listed below.

- RSCD focused on providers that offered higher education programmes in collaboration with awarding bodies/organisations. It reflected the core principles of QAA review processes. In line with QAA's mission, reviews were intended to contribute to the enhancement of UK higher education and to reinforce the reputation of UK higher education worldwide.
- RSCD consisted of periodic reviews and an annual monitoring process between reviews.
- Only 'confidence' judgements for academic standards and learning opportunities, and 'reliance' for the information judgement, were deemed as acceptable outcomes. Recommendations for improving the provider's management of its higher education provision were categorised as 'essential', 'advisable' or 'desirable'.

Some providers of courses designated for student support might also be reviewed by another approved body for educational oversight,³ such as the Independent Schools Inspectorate (ISI). Where this was the case, QAA carried out an adapted RSCD because of the limited volume and level of these providers' higher education provision.

In the event of a judgement of 'no confidence' in the provider's management of academic standards and/or learning opportunities, the provider must address all the 'essential' recommendations and make significant progress in responding to the 'advisable' and 'desirable' recommendations.⁴ Failure to do so resulted in the provider's designation for student support being removed.

Further details about the RSCD method are available in the RSCD handbook.⁵

2 Available at: www.gov.uk/government/consultations/bis-technical-consultation-uo-a-new-fit-for-purpose-regulatory-framework-for-the-higher-education-sector

3 Further detail about educational oversight is available at: www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/educational-oversight

4 For further details, see Annex D of this publication: www.gov.uk/government/uploads/system/uploads/attachment_data/file/348406/bis-14-1060-specific-course-designation-guidance-for-higher-education-providers.pdf

5 Available at: www.qaa.ac.uk/en/Publications/Documents/RSCD-Handbook-May-2014.pdf

Providers reviewed

Fifty nine providers were reviewed under Review for Specific Course Designation (RSCD) in 2013-14, 19 of these via the adapted form of the method.

The reviews captured a broad range of curricula, a diversity of providers, and the many awards that students might achieve. Subjects included dance (Royal Academy of Dance, Creative Academy – Slough Borough Council) and ballet (Ballet West); counselling through to Chinese medicine (Northern College of Acupuncture); and business and other applied programmes (West London College of Business and Management Ltd). Eight providers – 14 per cent of the total, the largest subject grouping – taught theology and religion (The Salvation Army Trustee Company, trading as William Booth College; and Irshad Trust, trading as The Islamic College).

Awarding bodies and organisations included the universities of Cambridge, Essex, Glasgow, London, Manchester, Northumbria, Surrey and Wales; CILEx (Chartered Institute of Legal Executives); Pearson; City & Guilds; and OCR. Middlesex University validated nine (15 per cent) of the 2013-14 RSCD providers. These were:

- Irshad Trust, trading as The Islamic College
- Matrix College for Counselling and Psychotherapy Ltd
- The Metanoia Institute
- Mountview Academy of Theatre Arts Ltd
- Northern College of Acupuncture
- NS3 UK Ltd, trading as Centre for Nutritional Education and Lifestyle Management (CNELM)
- Point Blank Ltd
- St Mellitus College Trust
- Tottenham Hotspur Foundation.

While the majority of RSCDs were concentrated in London and the South East, providers extended across England, Wales and Scotland. There were providers new to higher education, such as the Tottenham Hotspur Foundation, alongside more established providers (for example, the London Electronics College Ltd).

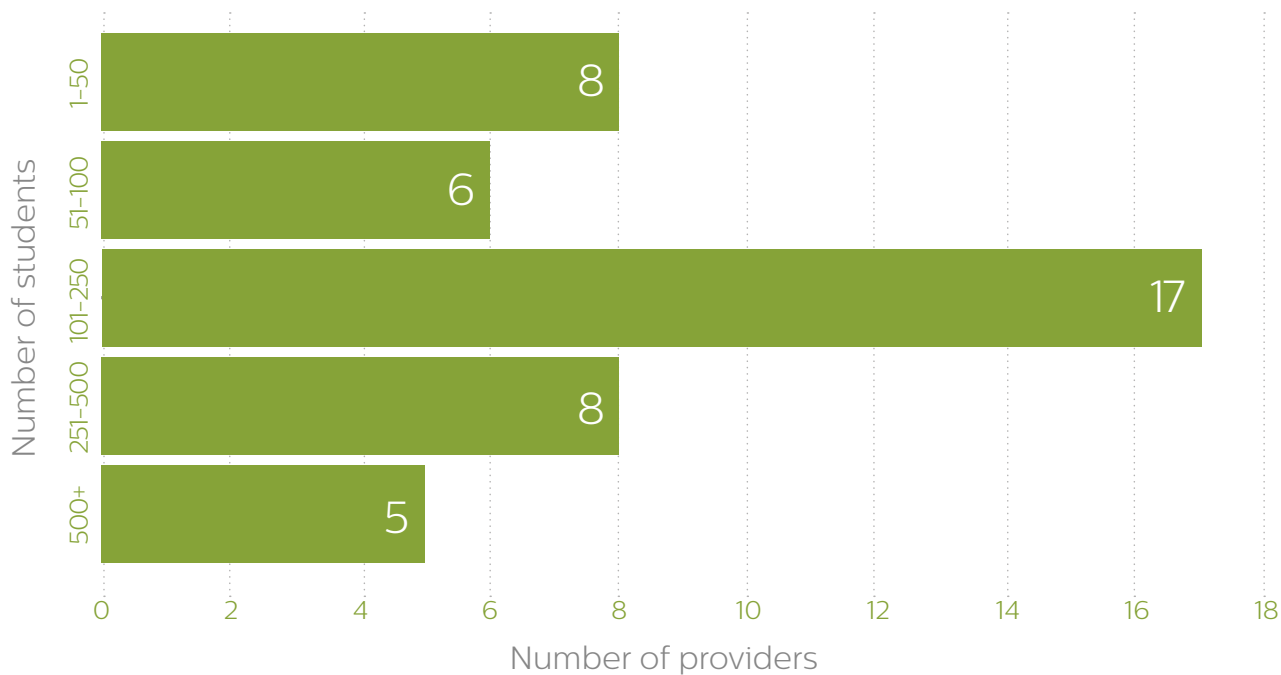
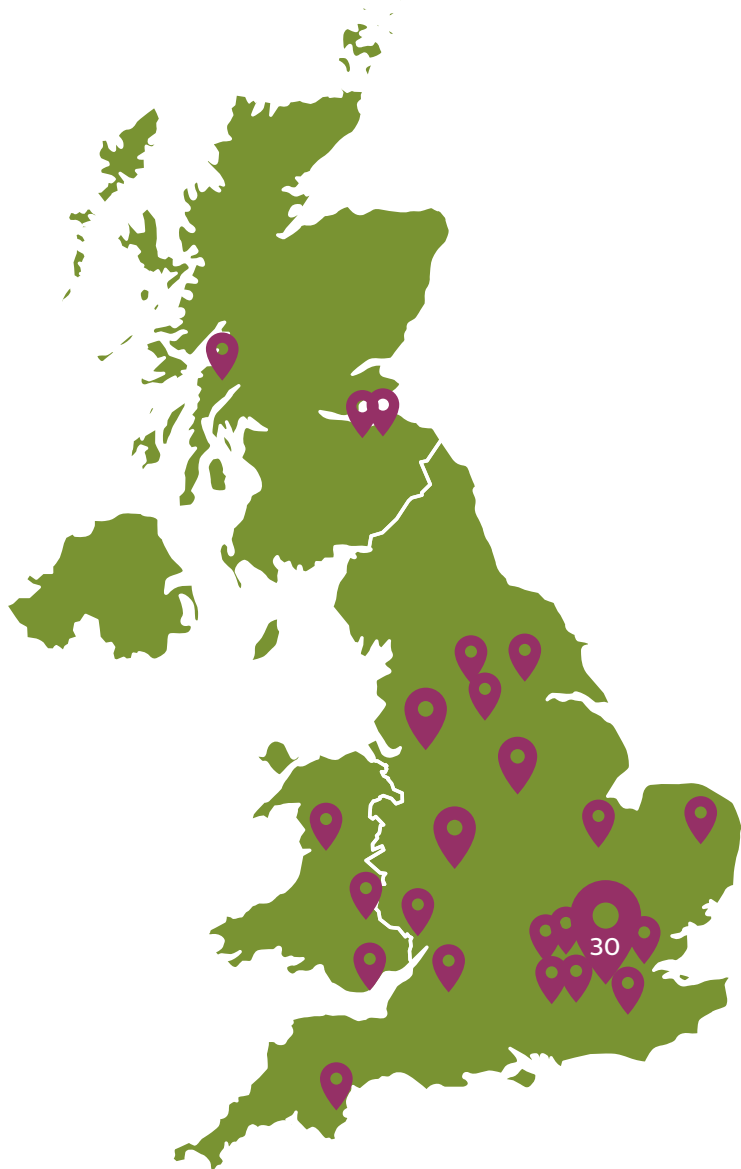
The total number of students taught was 17,388.⁶ The median number of students per provider was 159. An outlier was Resource Development International⁷ with 7,247 students (seven times as many as the next largest provider, The Metanoia Institute). The majority of providers had fewer than 500 students and could be categorised as small specialist providers that delivered niche courses.

The reviews outlined plans for expansion by a number of providers: the Centre for Nutrition Education and Lifestyle Management, for example, moved to new premises that allowed them to increase student numbers; and the Tottenham Hotspur Foundation expected to expand to a maximum of 30 students.

⁶ This figure is derived from providers' RSCD applications.








⁷ Note that Resource Development International now has degree awarding powers and will be reviewed under Higher Education Review method in the future.

UK towns and cities where at least one RSCD provider was located.



Overview of the findings

The table below summarises the outcomes for the three different judgement areas.

RSCD Judgement	Outcome	Percentage	Number
Academic Standards	Confidence	 93%	55
	Limited Confidence	 2%	1
	No Confidence	 5%	3
Learning opportunities	Confidence	 95%	56
	Limited Confidence	0%	0
	No Confidence	 5%	3
Information	Reliance	 97%	57
	No Reliance	 3%	2

Ninety three per cent of providers received a confidence judgement for academic standards; 95 per cent received a confidence judgement for learning opportunities, and 97 per cent a reliance judgement for information (see Appendices 2 and 3). Four providers received unsatisfactory judgements; three received them in more than one area (see page 12).

Unlike in the current Higher Education Review method, review judgements were not linked explicitly to chapters of the Quality Code. Many of the recommendations and features of good practice that appeared in the academic standards section are aligned in this analysis to the learning opportunities judgement. This reflects both the transition from the Academic Infrastructure to the Quality Code⁸ and that providers' awarding bodies are responsible for most of the activity connected with setting and maintaining of academic standards. The following chart is therefore an indicative distribution.

8 More information available at: www.qaa.ac.uk/assuring-standards-and-quality

Judgement	Quality Code Chapter	Number of features of good practice	Number of recommendations
Academic standards			
National level	A1	1	0
Subject and qualification level	A2	0	0
Programme level	A3	0	1
Approval and review	A4	0	0
Externality	A5	0	0
Assessment	A6	0	0
Learning opportunities			
Programme design	B1	1	0
Admissions	B2	6	1
Learning and teaching	B3	66	75
Student development and achievement	B4	45	44
Student engagement	B5	18	32
Assessment	B6	11	46
External examining	B7	0	16
Programme monitoring	B8	22	109
Complaints and appeals	B9	0	3
Managing higher education with others	B10	3	5
Information	All	8	54

Providers with successful outcomes: good practice

Review teams identified 181 features of good practice across the academic standards and learning opportunities judgements, an average of three per provider.

To illustrate the good practice review teams found, and typifying the diversity of this sector, Christie's Education Ltd received seven features of good practice. Christie's Education Ltd was founded in 1978 to provide courses in fine and decorative arts. Good practice included their analysis of data on student destinations; the enhancement of student learning through visits to international museums and art galleries; and the development of innovative programmes that responded to employers' needs. Alongside the good practice, Christie's received three 'advisable' and four 'desirable' recommendations.

Norland Nursery Training College Ltd's review also demonstrated seven features of good practice, among them the meticulous oversight of academic standards by the Academic Board and the highly motivated and efficient curriculum teams that provided every student with an opportunity to achieve. Balancing the good practice, Norland received five 'desirable' recommendations.

Features of good practice illustrated providers that were engaged with students and had the capability to engage with higher education, its norms and reference points. A quarter of the features of good practice were mapped to the Quality Code, *Chapter B4: Student Development and Achievement*: review teams commended vocationally relevant programmes that prepared students for employment and professional practice. Examples of this included: an industry week where professionals discussed issues with students and demonstrated the latest practice; an agency that guaranteed employment for alumni; and engagement with industry and industry bodies to facilitate student employability.

Just under half of the features of good practice contained references to student engagement, development and support. Examples of these are listed below.

A professionally produced online student journal, which showcases the work of students. This provides students with an opportunity to develop their knowledge and skills in public by writing about their work. (Christie's Education Ltd)

The wide range of communication mechanisms employed between the College and its stakeholders which underpin the overall student experience. (St Mellitus College Trust)

The supportive environment and identification of students' specific needs through the admissions and induction processes. (London School of Academics Ltd)

The management of academic standards is enhanced significantly through frequent meetings with the University of East Anglia at both strategic and operational levels. (Mountview Academy of Theatre Arts)

The provision of thorough, constructive and effective feedback to students. (The Arts Educational Schools)

Recruitment, admissions and induction procedures for students and staff are comprehensive and valuable. (William Booth College)

The effective internal verification procedures for the Association of Accounting Technicians programmes, and the additional personalised feedback provided to students. (West London Vocational Training College Ltd).

Eight providers received features of good practice for the judgement on provision of public information. Examples of these are listed below.

Robust processes for checking the accuracy, reliability and completeness of public information. (Tottenham Hotspur Foundation)

The comprehensive and helpful nature of the Student Handbook.
(The College of Integrated Chinese Medicine)

The highly effective use made of alumni data to provide students with information for future employment. (Christie's Education Ltd).

The good practice also spanned:

- an outreach programme that supports students from low participation areas (ALRA)
- a rigorous process for internal verification and second marking of assessments at (Kaplan Open Learning, Essex, Ltd)
- exceptionally thorough feedback to students, via filmed assessments (Kogan Academy of Dramatic Arts).

Providers with successful outcomes: recommendations

Academic standards and learning opportunities

The 386 recommendations (an average of just over six per provider) outlined areas for development in providers' management of standards and quality. Three broad themes emerged:

- the need for staff to engage with students, understand higher education and utilise its reference points
- the need for an academic infrastructure that is suitable for higher education
- weaknesses in the administration of assessment and the recognition of prior learning.

Thirty five recommendations or supporting text mentioned committee structures or higher education administration in some form, for example in order to improve teaching quality:

- implement emerging draft staff development policy and procedures
- ensure that teaching staff hold a teaching qualification or have equivalent experience
- develop annual appraisal and peer teaching observation policies and implement them within an integrated staff development framework.

Forty six recommendations related to the Quality Code, *Chapter B6: Assessment of Students and the Recognition of Prior Learning*. These included:

- ensure that level descriptors are fully incorporated in programme design and approval
- implement assessment procedures in a systematic way
- consistently apply grade criteria guidance on assignment briefs
- track moderation decisions to ensure transparency.

Sixteen recommendations related to the Quality Code, *Chapter B7: External Examining*. These included:

- share all external examiners' reports with students
- ensure that [its] policy on external examining is in line with the Quality Code and that its implementation is timely
- use plagiarism detection software to routinely screen students' work as recommended by external examiners.

Thirty five further recommendations or supporting text also explicitly mentioned the Quality Code. Recommendations for action included:

- develop a learning and teaching strategy that is informed by the Quality Code
- make further use of the Quality Code in relation to all [of its] programmes, policies and procedures
- further embed the Quality Code as part of [its] quality improvement.

The highest number of recommendations (109) concerned the Quality Code, *Chapter B8: Programme Monitoring and Review*. While the themes outlined above capture the majority of these recommendations, other issues included:

- develop a system to analyse data on student performance
- record systematically minutes and actions of all its committee and management meetings
- produce more detailed minutes to aid monitoring of academic standards
- further develop the role of the Ethics Committee as an independent advisory body.

Information

The 54 recommendations relating to the Quality Code, Part C: Information about Higher Education Provision were, simply put, variations on the need to develop quality assurance structures and processes that could deliver accessible, accurate and timely information to students and other stakeholders.

Providers with unsatisfactory outcomes

Four providers received one or more unsatisfactory judgement, as shown in the table.

The College of Business & Development Studies Ltd was founded in 2009; the London College of Business Sciences Ltd was established in 2010; and 3D Morden College Ltd began teaching in 2011. The London Oriental Academy was founded in 1996, registered as a private limited company in 1997 and listed as a UK charity in 1998. Subjects offered by these providers included: preparation for teaching in the lifelong learning sector; health and social care; management and business. The awarding organisations were City & Guilds, OCR, NCFE, Pearson and ABP. Two of the unsatisfactory providers began teaching Pearson Higher Nationals in the academic year 2013-14.

Provider	Academic standards	Learning opportunities	Information
College of Business & Development Studies Ltd	No Confidence	No Confidence	No Reliance
London College of Business Sciences Ltd ⁹	Limited Confidence	Confidence	Reliance
3D Morden College Ltd	No Confidence	No Confidence	Reliance
The London Oriental Academy Ltd	Limited Confidence	No Confidence	No Reliance

Three of these providers (the first three in the above table) were reviewed via the adapted RSCD method, having previously been reviewed for educational oversight by the Independent Schools Inspectorate because of the limited volume and level of their higher education provision.

Two of the four had, or planned to, expand. The London Oriental Academy Ltd saw a substantial increase in student numbers in 2013 following its successful application for financial support from the Student Loans Company. 3D Morden College Ltd was planning to open a campus in Dublin: it has now been taken over by AA Hamilton College Ltd, into which QAA subsequently carried out a Concerns investigation.¹⁰ As a result of this investigation, AA Hamilton College Ltd will be subject to a Higher Education Review which has been scheduled for the 2015-16 academic year.

The three providers with two or more unsatisfactory judgements demonstrated multiple weaknesses. A theme common across all three was the absence of an academic infrastructure to manage quality and standards in higher education.

The review reports illustrate this, as summarised on the next page.

⁹ This College underwent a re-review in October 2014 in which it was successful.

¹⁰ The Concerns report is available at: www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10019368#.

College of Business and Development Studies Ltd

None of the committees listed had met and there were no effective quality assurance processes in operation. The college presented teaching and learning and higher education strategies copied from another institution.

Students could submit a full draft of their assignment for comment by a tutor. They could then resubmit. Because there were no clear regulations regarding this, there was no guidance on the point at which it was no longer appropriate to provide feedback to students. This might have been unduly advantaging students.

There were no written procedures on how decisions on accreditation of prior learning admissions were made, or what evidence was suitable to support students' claims.

London College of Business Sciences Ltd

This provider underwent a re-review in October 2014, in which it was successful.¹¹

3D Morden College Ltd

The number of students was reduced from 72 in April 2012 to four since the College had had its application for highly trusted sponsor status refused by the UK Border Agency. Although staff said students were interviewed prior to enrolment one student claimed to have been accepted without interview.

The review team found no evidence of a robust process for monitoring student retention and achievement. The team recommended that it was 'essential that the College establishes an internal cycle of annual monitoring and reporting of its provision to include evidence-based analysis against key performance indicators'.

London Oriental Academy Ltd

There had been a substantial increase in student numbers following a successful application for financial support for learners on the Diploma in Teaching in the Lifelong Learning Sector. The review team was unable to see students in new study locations.

London Oriental Academy Ltd was addressing a number of actions as a result of a January 2014 investigation identified by an awarding organisation. This report focused on assessment, internal moderation, record keeping and the review of policies. It concluded that the Academy was not compliant with the awarding organisation's quality assurance requirements, and unable to confirm that all learners recruited had necessary entry requirements. Student retention and achievement were not monitored.

¹¹ For details, see its review report: www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10041974#

Conclusions

Alternative providers of higher education are an established part of the higher education sector. Although, arguably, these providers were less visible before the coalition government's higher education reforms, the need for QAA review has raised the profile of courses that are eligible for Student Loans Company funding.

Of the 95 providers that applied to QAA for review in 2013–14 via the RSCD method, 23 withdrew from the review process and 13 transferred to Review for Educational Oversight. Outcomes for the remaining 59 providers should be seen in that context: 93 per cent received a 'confidence' judgement for standards; 95 per cent received a 'confidence' judgement for learning opportunities; and 97 per cent a 'reliance' judgement for information.

The majority of providers covered by this report had fewer than 500 students. The reviews illustrate a range of niche and specialist provision.

The features of good practice identified by review teams highlight providers that were engaged with students and the expectations of the Quality Code. Christie's Education Ltd and Norland College Limited are examples of providers where good practice was particularly evident. Review teams visiting these two providers found students were supported by highly motivated and efficient curriculum teams, studying on programmes that met employers' needs (in Norland's case guaranteed employment opportunities).

Recommendations, on the other hand, illustrate that some providers were not completely engaged with the Quality Code and are lacking in what might be called a higher education ethos. Their focus might have been on the requirements of the Qualifications and Curriculum Framework (QCF) and the Office of Qualifications and Examinations Regulation (Ofqual), rather the Quality Code. Without a distinct infrastructure and capability, appropriate for higher education and aligned with the Quality Code, it is difficult to develop a higher education ethos. Three of the four providers receiving unsatisfactory judgements were reviewed via the adapted RSCD method because of the limited volume and level of their higher education provision.

Where providers received unsatisfactory judgements the consequences could be serious – in protection of the public and student interest. As a result of RSCD review, College of Business & Development Studies Ltd, 3D Morden College Ltd, and The London Oriental Academy Ltd all lost their ability to access Student Loans Company funding.

Appendix 1: Background information

The Quality Assurance Agency for Higher Education

The Quality Assurance Agency for Higher Education (QAA) is the independent agency dedicated to safeguarding standards and improving the quality of UK higher education wherever it is delivered around the world. We act in the public interest for the benefit of students and support universities and colleges in providing the best possible student learning experience.

We publish reports on higher education providers,¹² the Quality Code, and other guidance.

The UK Quality Code for Higher Education

QAA owns, maintains and publishes the Quality Code. The Quality Code has been developed with the higher education community.

The Quality Code is a reference document that ensures that higher education is comparable and consistent at a threshold level across the UK.

QAA reviewers use the Quality Code as a benchmark for judging whether a higher education provider meets UK expectations for the core elements of the review. For the purposes of RSCD, only 'confidence' judgements in the management of academic standards and in the management and enhancement of the quality of learning opportunities, and 'reliance' in information about learning opportunities are deemed acceptable outcomes.

Other external reference points

Some providers offered only qualifications that were aligned to the Qualifications and Credit Framework (QCF) or the National Qualifications Framework (NQF). In these cases, they were expected to provide evidence of the use of the other relevant external reference points and guidance on good practice in setting and maintaining academic standards, in assuring and enhancing the quality of learning opportunities, and in providing information about their higher education provision. Where providers offered some qualifications that were on the higher education Qualifications Frameworks¹³ and others that were on the QCF/NQF, they were expected to show how they used each set of relevant reference points for the purposes set out above.

The QCF is a system for recognising skills and qualifications. It does this by awarding credit for qualifications and units (small steps of learning). Each unit has a credit value, which specifies the number of credits gained by learners who complete it. The flexibility of the system allows learners to gain qualifications at their own pace along routes that suit them best. The QCF is maintained by the Office of Qualifications and Examinations Regulation (Ofqual).¹⁴

12 Review reports are available at: www.qaa.ac.uk/reviews-and-reports

13 *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*, available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a

14 The Qualifications and Credit Framework, available at: www.accreditedqualifications.org.uk/qualifications-and-credit-framework-qcf.html

Appendix 2: Providers with successful outcomes

A successful QAA review outcome meant that providers achieved 'specific course designation' (SCD) for the purposes of student loan funding. However one provider that was initially successful, AA Hamilton College Ltd*, was subsequently the subject of a critical Concerns report by QAA.

Another provider, London College of Business Sciences Ltd, initially received a 'limited confidence' judgement for academic standards but subsequently received a 'confidence' judgement in a repeat review.

- 1 AA Hamilton College Ltd*
- 2 Academy of Contemporary Music
- 3 Academy of Music and Sound (UK) Ltd
- 4 Access to Music Ltd
- 5 ALRA (Academy for Live and Recorded Arts)
- 6 The Arts Educational Schools
- 7 Ballet West
- 8 The Cambridge Theological Federation
- 9 Centre for Alternative Technology (Canolfan y Dechnoleg Amgen)
- 10 Christie's Education Ltd
- 11 The College of Integrated Chinese Medicine
- 12 Court Theatre Training Company Ltd
- 13 Creative Academy (Slough Borough Council)
- 14 CWR, trading as Waverley Abbey College
- 15 Empire College London Ltd (London Campus)
- 16 Fairfield School of Business Ltd
- 17 Futureworks Training Ltd
- 18 Irshad Trust, trading as The Islamic College
- 19 The Interactive Design Institute Ltd
- 20 The International College of Oriental Medicine (UK) Ltd
- 21 Kaplan Open Learning (Essex) Ltd
- 22 Kogan Academy of Dramatic Arts
- 23 London Bridge Business Academy Ltd
- 24 London College of Business Management and Computing Studies Ltd
- 25 London College of Business Sciences Ltd
- 26 London Electronics College Ltd
- 27 London School of Academics Ltd
- 28 Luther King House Educational Trust

* The AA Hamilton Concerns report is available at: www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10019368

- 29 Matrix College of Counselling and Psychotherapy Ltd
- 30 The Metanoia Institute
- 31 Mountview Academy of Theatre Arts Ltd
- 32 Nexus Institute of Creative Arts (Nexus Trust)
- 33 Norland Nursery Training College Ltd
- 34 Northern College of Acupuncture
- 35 Nova Centric Ltd, trading as Confetti Institute of Creative Technologies
- 36 NS3 UK Ltd, trading as Centre for Nutritional Education and Lifestyle Management (CNELM)
- 37 Open College of the Arts
- 38 Point Blank Ltd
- 39 Regents Theological College
- 40 Resource Development International Ltd¹⁴
- 41 Roxinford Education UK Ltd, trading as Katherine & King's College of London
- 42 The Royal Academy of Dance
- 43 The Salvation Army Trustee Company, trading as William Booth College
- 44 The Sherwood Psychotherapy Training Institute Ltd
- 45 Springdale College
- 46 St Mellitus College Trust
- 47 St Nicholas' Training Centre for the Montessori Method of Education Ltd
- 48 Stratford College London Ltd
- 49 Superior College London Ltd
- 50 Swarthmore College Ltd
- 51 Tottenham Hotspur Foundation
- 52 UK Business College Ltd
- 53 West London College of Business & Management Sciences Ltd
- 54 West London College of Business & Management Sciences Manchester Campus Ltd
- 55 West London Vocational Training College Ltd
- 56 World Community College

Appendix 3: Providers with unsatisfactory judgements

The following providers received unsatisfactory judgements and failed to achieve specific course designation (SCD), meaning that their courses ceased to be eligible for student loan funding.

- 1 3D Morden College Ltd
- 2 College of Business and Development Studies Ltd
- 3 The London Oriental Academy Ltd

Note: The London College of Business Sciences Ltd initially received a 'limited confidence' judgement for academic standards but subsequently passed a repeat review.

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