



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Candidacy / Stage 2 Inspection

NAME OF INSTITUTION: Kennedy College Oxford

ADDRESS: 25 Beaumont St
Oxford
OX1 2NP

HEAD OF INSTITUTION: Miss Jiayu Yang

DATE OF INSPECTION: 14 & 17 April 2023

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

- Accreditation awarded for six months
- Decision on accreditation deferred
- Award of accreditation refused

DATE: 30 June 2023

PART A – INTRODUCTION

1. Background to the institution

Kennedy College Oxford (Kennedy College/the Institution) is an independent college providing bespoke educational programmes for secondary-phase students, primarily from China. Kennedy College is a private limited company, which was founded in 2016. It is housed in a four-storey Regency building situated in the centre of the city of Oxford, in the United Kingdom (UK).

The content of the programmes provides support for those wishing to go to UK boarding schools and prepare for public examinations and future careers. The Institution also seeks to arrange supplementary tuition, mentoring and revision programmes to students who are enrolled full time at other institutions.

The Institution aims to provide effective preparation for students entering the UK education system. The objective is to provide preparation programmes for students from mainland China to help them to realise their full potential both in their personal life and academically and to enable them to select suitable schools.

The Principal was appointed in 2018 and reports to the UK Director, who in turn liaises with the proprietors. The Principal is supported by an Office Manager.

2. Brief description of the current provision

Kennedy College is planning to offer an in-person Academic Preparation Programme (APP) for students aged 12–13 years from mainland China. Future planning includes adapting APPs for students seeking direct entrance into Years 10, 11 and 12 at UK boarding schools. The total capacity is 50 students.

There are also plans to offer short-term, one-to-one tutorial programmes to older students, such as university entrance and preparation programmes.

The Institution also offers full-time and part-time tuition at General Certificate of Secondary Education (GCSE) level and A-level. These courses are for students aged over 16 years of age who are already in school in the UK, or as an alternative to a traditional school environment, through programmes of individual and, where appropriate, small-group tuition.

At the time of the inspection, no students were enrolled. It is expected that all students will be under the age of 18 and originate mainly from China.

It is intended that enrolment will be on a rolling basis. Term dates and holiday periods mirror standard UK school dates. The APP will run for up to six months from September and again in February, depending on the date of the Lunar New Year. Entry requirements include an application form, a personal statement, placement tests, a transcript of academic school reports, English language assessment and an interview.

3. Inspection process

The inspection was carried out by one inspector over two days, one of which was on site and one online. Meetings were held with the Principal, the two proprietors, the UK Director and the Office Manager. Various documentation was scrutinised and the premises and facilities were inspected. The Institution co-operated fully with the inspection.

PART B – JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

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|-----|--|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution is being managed effectively. The management structure is clearly defined in the organisation chart.

The day-to-day management team currently consists of the Principal and the Office Manager, who together are responsible for all the operational tasks necessary to establish the Institution.

The Principal is responsible for the day-to-day operational management, overseen by the UK Director who in turn liaises with the proprietors with regular reports and quarterly meetings. The proprietors are involved in strategy, target-setting, and funding issues.

The managers are well qualified and experienced in education management. They understand the requirements of the Institution and fulfil their responsibilities effectively. The immediate focus is to establish policies and procedures ready for the first intake of students.

There is daily contact between the managers, and weekly meetings between the Principal and the UK Director. As a result, communication is very good, and managers work together well as a team.

2. The administration of the institution is effective

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|-----|--|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The administration of the Institution is shared between the Principal and the Office Manager. The Office Manager has a business and academic background and understands the Institution's administrative needs at this stage very well. The team is currently sufficient for the current day-to-day operations, but will expand once Kennedy College is enrolling students.

The administrative support is clearly defined and documented in job descriptions and is well understood.

Policies, procedures and systems are well documented and effectively disseminated across the Institution. The policies and procedures are disseminated through the website, student and staff handbooks, and the induction process. The text of some of the documentation is overly detailed and the wording is not always easily understandable, especially for younger students whose first language is not English.

Appropriate data collection and collation systems are in the process of being developed. Initially, a simple database will be utilised, with the intention of moving to a full management information system as student numbers increase.

The administration of Kennedy College is working effectively and is appropriate for its current state of development.

3. **The institution employs appropriate managerial and administrative staff**

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|-----|--|---|
| 3.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution follows best practice in its recruitment policies. Qualifications and experience are specified in job descriptions, and applicants are required to complete an application form. Applicants are shortlisted and interviewed. Two references are obtained, and qualifications and experience are verified and recorded on the Single Central Record (SCR). All employees have appropriate pre-employment checks.

There is an effective system for regularly reviewing the performance of staff. Appraisals are completed, and plans are in place to observe teaching and learning once classes are running.

Consequently, managerial and administrative staff employed by Kennedy College are of a high quality and are effective in the roles they undertake.

4. **Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**

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|-----|---|---|
| 4.1 | Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The website is very attractively presented, and images and text provide a clear picture of the premises and location of Kennedy College.

Important policies can be accessed via the website. Supplementary publicity materials are also produced in Chinese.

4.1 Some of the text on the website is overly ambitious. It is more applicable to a more developed institution and does not present an accurate depiction of the current stage of development of Kennedy College.

The information provided on the courses is appropriately detailed and accurate.

5. The institution takes reasonable care to recruit and enrol suitable students for its courses

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|-----|--|---|--|
| 5.1 | Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.2 | A formal application process ensures that students meet the entry requirements, and any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.3 | Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 5.5 | Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the courses on which they are enrolling. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

Entry requirements are set at an appropriate level. Prospective students must have an appropriate level of English language skills and a suitable level of previous academic achievement.

The entry requirements are made clear on the website and, for the APP, in publicity materials and through contact with parents in Chinese on social media.

The formal application process includes an application form, a full academic transcript of school reports, a personal statement, placement tests and an interview.

Course information is provided on the website and is also in written form in Chinese to ensure understanding. A bilingual member of staff speaks directly to parents of prospective students in China. The deadline for responding to enquiries is the next working day.

Overseas recruitment agents are not employed.

Initial assessment includes English language testing and an individual interview to ensure the course will match the prospective student's needs and ability.

Overall, Kennedy College is using effective methods to recruit and enrol suitable students for its courses.

6. There is an appropriate policy on student attendance and effective procedures and systems to enforce it

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|-----|--|---|-----------------------------|
| 6.1 | There is an appropriate, clear and published policy on student attendance and punctuality. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|-----|--|---|-----------------------------|

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a clear policy on student attendance and punctuality, and the procedures to enforce it are effective. The policy is published in the student handbook and emphasised in the induction programme.

Unauthorised absences are followed up immediately. Students who are absent without leave or regularly late will be asked to attend a meeting with the Principal and the students' parents or guardians, and may be sanctioned. Repeated offences will lead to the student being asked to leave.

7. The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary

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|-----|--|---|
| 7.1 | The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 7.3 | The feedback is reviewed by management, and action is taken where necessary. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 7.4 | There is a mechanism for reporting on the institution's response to the feedback to the student body. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Clear systems are in place to obtain and record stakeholder feedback regularly. The feedback is used to identify areas for improvement.

Appropriate templates for questionnaires to obtain feedback from students have been drafted and are currently being simplified and revised to improve readability and understanding. Methods of obtaining feedback from parents will be developed to include individual contact in Chinese, by email or via the social media chat facility where appropriate. There will be a suggestion box for staff feedback.

Feedback will be obtained from students the week after induction, mid-course and at course completion. Feedback will be analysed and reviewed in management meetings and actions taken and recorded.

Kennedy College will respond in writing to student suggestions through social media, email and a newsletter.

Processes have been agreed to enable the regular collection of feedback from stakeholders to inform improvement.

8. The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement

- | | | |
|-----|--|---|
| 8.1 | There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 8.2 | Reports are compiled at least annually that present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

There are effective systems for monitoring and periodically reviewing all aspects of the Institution's performance in order to facilitate quality monitoring and review.

Learner contracts are agreed with students and shared with parents. Individual student records are personalised for each student and will form the basis for regular tutorials where targets and progress will be reviewed.

There are appropriate systems in place to obtain stakeholder feedback that will be collated, analysed and acted upon.

8.2 It is the Institution's intention to compile data on student satisfaction, retention, achievement and completion rates to inform self-assessment reports. No such systems are yet in place.

Action plans are used to record areas for development, with action points, responsibilities and progress recording. This will form an effective basis for quality improvement planning, with regular review by management.

INSPECTION AREA – STUDENT WELFARE

18. Students receive pastoral support appropriate to their age, background and circumstances

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| 18.1 | There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.2 | Students receive appropriate advice before arrival. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.3 | Students receive an appropriate induction and relevant information upon arrival. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.4 | Students are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.5 | The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 18.7 | Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Principal is the named person responsible for student welfare and is also the Designated Safeguarding Lead (DSL). The Principal is suitably experienced and is available to students for advice and counselling.

Students receive appropriate advice before arrival through written publicity in Chinese, supplemented by direct conversations with parents. Additional advice and information are available on the website.

There is a comprehensive induction checklist, and students receive an appropriate induction and relevant information upon arrival. Students will be provided with bilingual support during induction to ensure good understanding.

During induction, staff will ensure that students are aware of the emergency contact numbers for out-of-hours support.

Appropriate policies are in place to avoid discrimination and to deal with abusive behaviour.

Effective safeguarding arrangements are in operation and are regularly reviewed to ensure the safety of the students. All employees have valid Disclosure and Barring Service (DBS) checks and have completed relevant safeguarding training. This ensures the safety of the students and ensures that the Institution provides students with effective support.

Arrangements to protect students from the risks associated with radicalisation and extremism include an appropriate policy, risk assessment and training for all staff.

Overall, there are good arrangements to ensure students receive the pastoral support they need and that is appropriate for their age and cultural background.

19. International students are provided with specific advice and assistance

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|------|--|---|
| 19.1 | International students receive appropriate advice before their arrival on travelling to and staying in the UK. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 19.2 | International students receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 19.3 | Information and advice specific to international students continue to be available throughout the course of study. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 19.4 | Provision of support takes into account cultural and religious considerations. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be: Met Partially Met Not Met NA**Comments**

International students receive specific advice on a range of issues before travelling, through the website, written material in Chinese and social media contact. Chinese-speaking staff liaise extensively with parents and prospective students in China before their arrival in the UK.

The induction programme includes the provision of useful information that is specific both to the local area and Oxford.

International students will benefit from specific support and advice throughout their learning programme.

Support for students is strengthened by bilingual staff with first-hand experience of the students' cultural backgrounds and needs. Good arrangements are in place to provide international students with the advice and assistance they need.

20. The fair treatment of students is ensured

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|------|--|---|
| 20.1 | Students apply for, and are enrolled on, courses under fair and transparent contractual terms and conditions. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 20.2 | Students have access to a fair complaints procedure, of which they are informed in writing at the start of the course. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be: Met Partially Met Not Met**Comments**

Potential students are treated fairly. Students apply through an application form with clear and transparent terms and conditions. There is a suitable fee refund policy.

An appropriate and fair complaints procedure is provided to students on the website and in the student handbook.

21. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised

- | | | |
|------|--|--|
| 21.1 | Any residential accommodation is clean, safe and of a standard that is adequate to the needs of students. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 21.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 21.3 | Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for the security of students and their property. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 21.4 | A level of supervision is provided that is appropriate to the needs of students. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 21.5 | Separate accommodation blocks are provided for students under 18. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be: Met Partially Met Not Met NA**Comments**

22. Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed

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|------|---|------------------------------|-----------------------------|
| 22.1 | Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.4 | Appropriate advice and support are given to both hosts and students before and during the placement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.5 | Clear monitoring procedures are in place, with opportunities for student feedback and prompt action taken in the event of problems. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be: Met Partially Met Not Met NA

Comments

This will be investigated at the stage 3 inspection.

23. The institution provides an appropriate social programme for students and information on leisure activities in the area

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|------|---|---|---|
| 23.1 | Students are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.2 | The social programme is responsive to the needs and wishes of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be: Met Partially Met Not Met NA

Comments

Kennedy College's website and the student handbook include details of the social and leisure opportunities available to students within Oxford.

The Institution will seek to address any specific sports or social interests for each student. There are plans to hire a sports hall each week to provide opportunities for sporting activities.

Students will have a large element of choice regarding the social programme and the activities provided will be affordable.

The activities organised by the Institution will be supervised by responsible and experienced members of staff.

The current plans for providing a social programme are appropriate and will provide suitable leisure and social activities to benefit the students.

INSPECTION AREA – PREMISES AND FACILITIES

24. The institution has secure possession of and access to its premises

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|------|---|---|
| 24.1 | The institution has secure tenure on its premises. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 24.2 | Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

Kennedy College has secure possession and access to its premises. A lease was signed in June 2022 for a term of 12 years.

It is not envisaged that external premises will be required.

25. The premises provide a safe, secure and clean environment for students and staff

- | | | |
|------|--|---|
| 25.1 | Access to the premises is appropriately restricted and secured. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 25.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 25.3 | There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 25.4 | General guidance on health and safety is made available to students, staff and visitors. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 25.5 | There is adequate signage inside and outside of the premises and notice boards for the display of general information. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 25.6 | There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 25.7 | There are toilet facilities of an appropriate number and level of cleanliness. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 25.8 | There is adequate heating and ventilation in all rooms. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The premises provide a safe and secure environment for students and staff. Access to the building is appropriately restricted, and visitors must pass reception, where they will sign in and out.

The premises have been recently decorated and renovated to a high standard. They are well maintained and clean and provide a suitable environment for learning.

There are no areas of particular hazard.

Students, staff and visitors receive appropriate information on health and safety. There are fire safety and emergency evacuation signs, and a fire officer is due to assess the building to provide further advice. Signs regarding first aid are clear.

The signage outside the building is clear. There are notice boards for the display of general information.

There is enough space for people to circulate freely and a suitable area in which to receive visitors. The number of toilets is adequate, and they are clean and well presented. The rooms benefit from windows that can be opened and radiators, so heating and ventilation facilities are good.

As a result, the premises provide a safe, clean and secure environment for students and staff.

26. Classrooms and other learning areas are appropriate for the courses offered

- | | | |
|------|---|---|
| 26.1 | Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 26.2 | Classrooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level that allows for the effective delivery of each course. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 26.3 | There are facilities suitable for conducting the assessments required on each course. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

There are sufficient classrooms with enough space to provide suitable learning areas for groups and one-to-one tutorials.

Classrooms are attractive and airy, and the equipment already purchased is of good quality.

Suitable facilities are available for conducting assessments.

Overall, the premises provide an attractive environment that is conducive to learning and are appropriate for the courses offered.

27. There are appropriate additional facilities for students and staff

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|------|---|---|
| 27.1 | Students have access to sufficient space and suitable facilities for private study, including library and IT resources. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 27.2 | Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 27.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, where appropriate. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 27.4 | Students and staff have access to storage for personal possessions, where appropriate. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 27.5 | There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 27.6 | Administrative offices are adequate in size and resources for the effective administration of the institution. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

There are a range of rooms suitable for private study and relaxation and access to library facilities. Students are expected to bring their own laptops, and the Institution plans to invest in further Information Technology (IT) resources when students are due to arrive.

Teaching staff have access to sufficient personal space for the preparation of lessons, marking work and relaxation. There is a kitchen that provides a suitable area in which to prepare and consume food and drink. In addition, there is a range of food outlets in the vicinity of the premises.

There are places for staff and students to store possessions, and secure storage can be accessed at reception.

Suitable rooms are available for staff meetings or interviews, and administrative offices are well resourced and of a suitable size. Consequently, the facilities meet the needs of students and staff very well.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

There is excellent teamwork to set up the new college.

The flexibility and adaptability of the small management team, whose members are willing to take on all the necessary roles to accomplish the necessary tasks, are commendable.

| Actions required | Priority H/M/L |
|--|---|
| 4.1 Kennedy College must refine the text on the website to ensure it presents an accurate depiction of the current stage of development of the Institution. | <input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low |
| 8.2 The Institution must have in place appropriate systems to compile data on student satisfaction, retention, achievement and completion rates to inform self-assessment reports. | <input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low |

STUDENT WELFARE

Institution's strengths

There is an ethos of providing individual support for students to encourage them to develop their full potential personally as well as academically.

| Actions required | Priority H/M/L |
|------------------|--|
| None | <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low |

PREMISES AND FACILITIES

Institution's strengths

Attractive and well-maintained premises, in an excellent central Oxford location, provide a pleasant environment that is conducive to effective learning.

| Actions required | Priority H/M/L |
|------------------|--|
| None | <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low |

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

Kennedy College is recommended to make its documentation more effective by shortening and simplifying the wording.

It is recommended that Kennedy College further develops its data-collection and collation systems.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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