



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: Cambridge Muslim College

ADDRESS: 14 St Paul's Road
Cambridge
CB12EZ

HEAD OF INSTITUTION: Dr Abdallah Rothman

DATE OF INSPECTION: 16, 17 & 19 January 2023

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation withdrawn

DATE: 18 May 2023

PART A – INTRODUCTION

1. Background to the institution

Cambridge Muslim College (CMC/the Institution) was established in 2009 as a registered charity and company limited by guarantee. The Institution offers a range of programmes in Islamic studies to support British Muslim scholarship and training from secular and Islamic perspectives.

The Institution is based in a former vicarage and associated alms houses in central Cambridge. To facilitate its planned expansion, CMC recently purchased an adjacent property, which will provide additional teaching, study and office facilities from April 2023. The Institution also offers residential accommodation in Cambridge in four student houses located a short distance from the main premises. All students on the full-time programmes are required to live in Cambridge.

The mission of the Institution is to develop Muslim faith leadership through world-class education and training and research based on a dialogue between the Islamic intellectual tradition and the ideas and circumstances of the modern world. The Institution aims to provide high-quality scholarship, research and training using standards from both traditional and Islamic education and Oxbridge academic practices.

CMC is headed by the Principal, who reports to the Board of Trustees and is supported by the senior leadership team (SLT), which includes an Operations Director, an Academic Director, a Development Director and a Marketing and Communications Director.

A new principal has been recruited since the previous inspection, and the management structure has been revised. Several new management posts have been established to support CMC's strategic aims and the expansion of provision.

2. Brief description of the current provision

CMC currently offers a Bachelor of Arts (BA) (Honours) in Islamic Studies, which aims to develop future thinkers and leaders who will understand how to apply the Islamic tradition to contemporary challenges, including environmental change and social problems. A part-time, non-accredited, online Diploma in Islamic Psychology commenced delivery in September 2021, and the non-accredited Diploma in Contextual Islamic Studies and Leadership, which last recruited students in 2018, has been revised. Applications for the latter will open for an intake later in 2023.

In addition to the three courses above, the Institution runs a Research Fellowship programme, as well as a range of non-accredited, short courses known as external programmes. These cover areas such as Introduction to the Meanings of Prayer, Ramadan Live and What is Sufism? A Guide to the History, Teachings and Debates of Islamic Spirituality. A series of open lectures is also offered online.

At the time of the inspection, 26 full-time students were enrolled on the BA (Hons) programme and 29 on the online Diploma in Islamic Psychology. Students are aged between 19 and 45, with the majority of full-time students being male and most part-time students being female.

The Institution does not recruit students under 18 years of age. All full-time students are United Kingdom (UK) residents, with part-time, online students being from a number of countries, including Malaysia, Oman and the United States of America (USA). No students were studying on the Diploma in Contextual Islamic Studies course at the time of the inspection.

The full-time courses commence in September each year. The entry requirements for the degree programme are a minimum of three B grades at General Certificate of Education Advanced Level (GCE A Level) or equivalent. For

entry to the Diploma in Islamic Psychology, applicants must have a first degree or equivalent qualification and some familiarity with essential theoretic concepts and Arabic terminology. For the Diploma in Contextual Islamic Studies and Leadership, some previous study of Islamic sciences and fluency in English and Arabic languages are required. Students enrolling on the BA (Hons) programme whose language skills in classical Arabic are not at the required level are directed to study an Arabic language course.

3. Inspection process

The inspection was undertaken over three days by a lead inspector and a student inspector. The lead inspector visited the Institution's premises for one day, and two days of inspection were undertaken online. Meetings were held with the Principal, members of the SLT, academic and support staff, students, and representatives of the Board of Trustees. Observations of teaching were completed both online and at-person settings. A wide range of documentation was reviewed. The Institution engaged very positively with the inspection process.

4. Inspection history

Inspection type	Date
Full Accreditation	12–13 December 2013
Interim	25 June 2014
Re-accreditation	4–5 December 2017
Interim	5 June 2020

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 – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.2	There is an identified senior committee, with decision-making authority on academic matters, in order to protect the integrity of academic freedom.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.3	The link between governance and management is clearly articulated and documented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement that is regularly reviewed and updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.6	Effective action is taken, by the governing body and senior managers, in response to the outcomes of regular risk assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
1.8	There are clear channels of communication between the governing body, the executive, academic management, staff, including those working remotely, students and other stakeholders.	<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 organisational structure, which has been recently updated to reflect the staff changes. Information on the structure is made available to stakeholders through the intranet and through programme handbooks. It is also explained during the induction programmes.

The committee structure is well defined, with each committee having clear terms of reference. The links between governance and management are clearly defined. There is a Faculty Board that has a key role in consideration of programme management and quality, and an Academic Advisory Board that retains oversight of academic standards and the integrity of academic freedom. The Board of Trustees has a clear remit to support the strategic management and development of the Institution and includes appropriate external representatives. There is currently no student representation on the Board of Trustees.

Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders. Clear processes are in place for the development, bi-annual review and implementation of policies and procedures. The policies and procedures are informed by internal and external stakeholders' views, including the views of the Board of Trustees. To enhance communications, a staff and student monthly bulletin is in the process of being introduced.

The risk management policy and the risk register are clear, with explicit responsibilities set out for the monitoring and evaluation of risks. The identified risks are reviewed regularly by the SLT. The Board of Trustees is provided with updated risk reports, supported by a departmental report to allow the trustees to make informed decisions and to have clear oversight of risk management.

The relationship with The Open University, which validates the BA (Hons) in Islamic Studies, is formally defined and the Institution complies with all validation and monitoring requirements.

Clear and effective communication channels are set out in the defined management and committee structure and made available to staff, students and other stakeholders. The Principal is a member of the Board of Trustees. The Board of Trustees meets on a quarterly basis and provides ongoing support for the Institution's development and management. The clear organisational structure, staff remits and interaction between the committees and responsible post-holders ensures that the Institution is effectively managed.

2. The institution has a clear and achievable strategy

2.1	The institution has a clear strategy for the development of its higher education provision, which is supported by appropriate implementation plans and financial management and takes into account the quality of the student experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.2	There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.3	The strategy is well communicated to all stakeholders within and outside the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.4	The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each is measured against strategic targets.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

A clear five-year strategic plan has been published, with an appropriate implementation plan setting out the key goals for the Institution. These goals include the further development of the provision and increasing the number of course-related and physical resources and facilities to ensure a good-quality student experience.

The strategic and implementation plans reflect the outcome of consultation with a range of stakeholders, including the trustees, staff, students and external bodies with which the Institution has associations among the academic and Muslim community. The business plan sets out the financial management aspects for the proposed growth.

The main aims of the strategic plan are effectively communicated through staff training and a strategy statement on the Institution's website.

Regular reviews are undertaken of the Institution, including of its academic performance. The Faculty Board, which has oversight of the management of provision, meets twice each term, and the Academic Advisory Board meets bi-annually to monitor the integrity of academic standards. Reports are provided to the Board of Trustees to keep it informed of student recruitment and achievement, which are measured against strategic targets.

The Institution benefits from a clear and achievable strategy that reflects appropriate internal and external factors.

3. Financial management is open, honest and effective

3.1	The institution conducts its financial matters professionally, transparently and with appropriate probity.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	The institution's finances are subject to regular independent external audit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

The Institution has clear and effective mechanisms for the management of its finances. The Finance Committee, which meets quarterly, has effective oversight of financial matters and provides advice to the Board of Trustees, including assessments of financial risks. The SLT has access to real-time financial projections and accounts.

All accounts are externally audited annually and are made publicly available through Companies House.

The clear policies and procedures for the financial management of CMC ensure its finances are appropriately managed.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

4.1	The management structure is clearly defined, documented and understood by all stakeholder groups, including governors, management, staff and students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.3	There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision-making.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action-planning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.5	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit for purpose.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The structure of CMC is clearly defined in the organisational structure chart, which includes the relationship between the committees, the SLT and the Board of Trustees. Information on the organisational structure and committees, including at faculty and programme level, is made clear in handbooks and through the induction of staff and students.

Details of the role and responsibilities of the Board of Trustees and the management team are also included on the Institution's website. All staff have clear and detailed job descriptions setting out their line management responsibilities.

There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision-making. All committees have appropriate terms of reference, including for membership and frequency of meetings. All meetings have clear minutes that include action plans, as appropriate.

Formal mechanisms are in place to regularly review and update the information provided about the Institution and its programmes and to make any enhancements deemed necessary. Procedures and responsibilities are set out in the programme publicity and consumer protection policy.

The Principal is responsible for signing off all information published, and programme teams check the information before it is passed to the Communications Manager. All information on the BA (Hons) in Islamic Studies adheres to the guidance provided by The Open University as the validating body.

The clearly defined management and deliberative structures support the management of the Institution effectively.

5. The institution is administered effectively

5.1	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
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	Students' records are sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

5.8	Staff records are sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.10	The institution has processes through which the institution verifies that the student who registers on the programme is the same student who participates on and completes the programme and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.14	There is a policy on the collection of and refund of students' fees that is implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The size of the administrative team is sufficient to support the Institution's management and its effective day-to-day running. The administrative and management functions are clearly defined in handbooks and the organisational chart, and are understood by staff and students, who confirmed that they are clear about the administrative support available to them.

Policies and procedures are well documented and distributed effectively to all staff, and as appropriate also to students through the Institution's intranet, the Virtual Learning Environment (VLE) and the Institution's website. Policies are regularly reviewed and updated, with policy owners clearly identified through a central register that includes a record of updates and is monitored by the SLT. Policies have been updated and mapped to the UK Quality Code for Higher Education principles and core practices to ensure that these reflect sector requirements. The robust management and updating of policies represent good practice.

Classes are appropriately timetabled in suitable classrooms by programme officers, and information is shared effectively with staff and students, including through the VLE.

Student records are well maintained and held in secure, individual, electronic folders, accessible only by authorised staff. Staff records are also securely maintained and kept up to date by the Operations Manager and include work plans and performance reviews. The Institution has appropriate security protocols for all personal information that meet data security requirements.

All students' identities are checked, and copies of passport information are taken at enrolment. Given the small numbers of students, they are all known by the staff and credit is appropriately awarded.

The administration of assessments and examinations is effectively managed, with clear, appropriate protocols for invigilation. All assignments are submitted electronically, and an online system checks their originality. All work is internally assessed and moderated by second markers and external examiners, as appropriate. All marks are centrally recorded, and transcripts for individual students are maintained. These are made available to students securely at timely intervals.

The fees and refunds policy is clear and made available through the Institution's website. Fee information is also included in the online programme descriptors available through the CMC website, and fees and refunds are appropriately managed.

Clear and accessible administrative systems ensure that CMC is administered effectively.

6. The institution employs and continues to support appropriately qualified and experienced staff

6.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which are designed to ensure the safety of the students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	All staff 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
6.3	There are clear and appropriate job specifications for all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.4	There are effective procedures for the induction of all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.5	All staff are treated fairly and according to a published equality and diversity policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.6	Staff have access to an appropriate complaints and appeals procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.7	Management monitors and reviews the performance of all staff through a clearly documented and transparent appraisal system that includes regular classroom observations of teaching staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures are taken to support staff to address these and gain additional qualifications, where relevant.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

An appropriate policy for the recruitment of staff is in place. All necessary background checks are undertaken, and qualifications and experience are confirmed prior to employment. Disclosure and Barring Service (DBS) checks have also been introduced to fully assure the safety of staff and students. This results in well-qualified and experienced staff who are provided with detailed job descriptions, including any specific line management responsibilities. Staff understand and execute their responsibilities effectively.

Staff are provided with a clear and detailed induction with a checklist to ensure that all details are covered. Staff are issued with a handbook that includes key policies and procedures, including the disability and equal opportunities policy and the equality and diversity policy, to support the fair treatment of staff. Appropriate complaints and appeals procedures are also available to staff through the intranet and the staff handbook. Staff confirm that the induction and the information they receive on policies and procedures help them to settle into their roles in CMC effectively.

A clear staff appraisal policy is in place, and all staff have their performance reviewed annually. As a result, workplans for individual staff are developed and agreed. While teaching observations take place, these have not been regularly scheduled to ensure the currency of information. A regular schedule of teaching observations is being introduced, which will ensure that outcomes of recent observations consistently inform the performance reviews of all teaching staff.

The professional development needs of staff are identified through performance appraisals as well as through staff requests for training as part of individual workplan reviews. The Institution has an appropriate staff training and development strategy and is committed to supporting the continuing professional development of all staff.

The staff recruitment and performance review procedures ensure the Institution is appropriately staffed.

7. Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study that take account of the mission of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Intended learning outcomes for all programmes are clearly articulated, are understood by students and are publicly available.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

7.5	Commissioning of course materials is managed effectively, and materials and the budget are checked to ensure standardisation and consistency across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student-centered learning.	<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

Appropriate procedures are used for the proposal and design of new programmes. These reflect the Institution's vision and mission. Where programmes are validated, the procedures of The Open University are fully complied with.

All intended learning outcomes are clearly set out in the programme handbooks and are available to prospective students through the Institutions's website and the VLE. Students receive additional guidance on how learning outcomes will be assessed by module lecturers and through the assessment briefs.

Programmes are reviewed in regular, scheduled meetings by the Faculty Board, which looks at data on student retention, achievement and progression, along with student feedback, as appropriate. Minutes of meetings are maintained, and reports are produced by course teams and reviewed as appropriate, including coverage of areas for further development.

A purchases policy and the internal audit of physical resources policy clearly set out the procedures for acquiring new or replacement resources to support programme delivery and student assessment. The commissioning of course materials is managed effectively by the Programme Managers to ensure consistency and standardised formats, and the Principal and the Trustees approve the budget for the resources to support the provision.

Students are encouraged to provide feedback, both formally and informally, through surveys and through Faculty Board meetings in order to further develop the quality of the academic provision. Students are also able to talk to members of the management team about their experiences and to highlight any requests or concerns. This supports CMC's student-centred ethos effectively.

The clear and appropriate policies and procedures and regular review of programmes ensure that the academic management of the Institution is effective.

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

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Students are informed as to the necessary language requirements for entry to programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	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
8.4	All students' application enquiries are responded to promptly and appropriately.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.5	Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.6	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.8	The institution has a clear policy on the accreditation of prior learning and prior experiential learning, which is brought to the attention of prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	<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

Entry criteria are set at an appropriate level and are clearly set out in the programme information provided on the Institution's website. The approach to establishing the entry criteria is set out clearly in the admissions policy. Each programme page of the website includes reference to the required level of English language competency, in terms of appropriate International English Language Testing System (IELTS) scores. Arabic language competencies are also clearly specified.

Students enrolling on the BA (Hons) programme whose language skills in classical Arabic are not at the required level are directed to study an Arabic language course that is provided by CMC.

The formal application process is set out in the admissions policy, and there is an Admissions Panel consisting of the Programme Manager, Welfare Officer and another Faculty member. The panel makes the decision on admission, thereby aiding consistency of decision-making. The interview process for programmes, other than short courses, ensures that prospective students understand the nature and requirements of the programme.

Applicants' queries are responded to promptly. The CMC policy on response times is that a response is provided within three working days. The Institution's ability to meet this deadline has been aided by the Institution's transition from paper applications to an automated online process. Students confirmed that any application queries were addressed quickly by CMC staff, and inspection findings confirm this view.

The process of an interview, along with consideration of the application form by an Admissions Officer and the Arabic language testing arrangements, ensure that students receive a proper initial assessment of their capability.

The Institution refers prospective students back to the website at every stage of the application process and ensures the information on the website is comprehensive and provides detailed information. There are links on the application form to check the entry requirements. Throughout interviews, applicants are asked different questions to make sure that they meet these requirements and have the potential to succeed on their chosen course.

The recognition of prior learning (RPL) policy, including relevant experiential learning, is detailed in the admissions handbooks. Students may only receive RPL for the whole of Level 4 of the BA (Hons) in Islamic Studies. To date, only internal RPL has been applied based on completion of the Diploma in Contextual Islamic Studies and Leadership.

The clear and detailed admissions procedures support the effective enrolment of suitable students.

9. The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities

9.1 The institution encourages academic staff to undertake research in relevant fields and to publish their findings. Yes No NA

9.2 Academic staff are encouraged to engage in research and/or scholarship that informs their teaching. Yes No NA

9.3 There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities. Yes No NA

9.4 The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The Institution encourages and supports its staff to undertake research and other forms of professional activities. Academic staff have an allocation of time in their contracts for research activity and are supported by the Institution to publish their findings in appropriate journals.

The staff training and development policy and the appraisal policy make clear that staff may seek financial support for their research and identified professional development needs. There are appropriate budgets to support staff to attend conferences and other events.

The Associate Academic Director reviews and coordinates research activities to support the development of staff research effectively and to lead on the Institution's goal of becoming recognised for research in Islamic disciplines. The support provided by CMC in supporting the development of staff research represents good practice.

Staff are expected to keep up to date with developments in their fields of expertise, as well as undertaking research that informs the currency of their teaching effectively.

Opportunities for sharing research ideas and outcomes, along with disseminating research, are provided through CMC events and the continuing education programmes, which are held online. This supports staff effectively to reach a broader audience and to explore opportunities for collaboration with academics nationally and internationally.

External research fellows are also hosted by the Institution, and staff are actively encouraged to engage with them. To further enhance research activities, a research strategy is being developed, and subscriptions to online libraries are being expanded. A new peer-reviewed academic journal is also being planned for launch in September 2023.

The contracts, policies and resources support scholarship and professional development activities effectively.

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

10.1	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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.2	Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

CMC's promotional text and images provide an accurate depiction of the Institution's location, premises, facilities, and the range and nature of resources and services offered. In addition, the information on the programmes available and their assessment and progression are comprehensive, accurate, readily accessible and up to date.

The Institution's arrangements for the production, approval and monitoring of public information are set out in its publicity policy. Administration Officers, working with Programme Managers, prepare information in consultation with the Communications Department. The Academic Director approves all information that is published for stakeholders, with final sign-off by the Principal.

The Institution also ensures that it complies with The Open University's requirements, where appropriate. The webpages clearly states that The Open University is the awarding body for the BA (Hons) Islamic Studies.

10.4 Publicity material for the Diploma in Contextual Islamic Studies and Leadership does not make it explicitly clear that CMC is the awarding body for the qualification, and nor is the level of the Diploma made clear.

Course fees, together with the additional cost of travel, food and books, are clearly set out on the website, along with the information that accommodation and utility costs are subsidised by CMC.
The clear and accurate information provided on the Institution's website ensures students are able to make informed judgements about CMC provision.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning

11.1	Lecturers have the required subject knowledge and pedagogic and communicative skills and experience to teach both the course content and level of course to which they are allocated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	The allocation of teaching staff to courses provides for a consistent learning experience, and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills that will be required for final examinations or assessments.	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Academic staff use a mixture of group and individual activities to encourage the active participation of all students and to support their learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
11.7	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.8	Students and academic staff have access to appropriate learning and study materials as well as other resources, and the institution encourages and supports their use.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The curriculum vitae (CV) and website profiles demonstrate that lecturers are of a high caliber and possess appropriate subject knowledge and pedagogic and communicative skills and experience.

The allocation of teaching staff to programmes and modules is effectively managed by Programme Officers, under the direction of the Programme Managers. The Academic Director maintains oversight of programme delivery to ensure the consistency of teaching and learning, including through observations and through consideration of reports to the Faculty Board.

Along with utilising a wide range of teaching, learning and assessment methods, staff help students to develop the necessary skills and knowledge by providing regular, constructive feedback on both formative and summative assessments. Students reported that staff are generous with their time, including in scheduling additional sessions outside formal classes. This support is further enhanced through supervision and additional arrangements that may be established with the support of other departments, including welfare support, as appropriate.

To further support students on the Diploma in Islamic Psychology, student ambassadors have been introduced, drawn from students who have completed the programme. The student ambassadors provide additional support and advice on study skills, which students confirmed they found very helpful.

Module specifications include an outline of the learning outcomes that are mapped to assessment and provide a framework for teaching sessions. Students confirmed that classes follow a defined framework, and that this supports their learning. Inspection findings confirm this. The range of teaching and learning methods applied helps to ensure that individual learning needs are met. The teaching and learning strategies employed ensure that academic staff use a mixture of group and individual activities to encourage participation. The observations of teaching and the inspectors' findings confirm this to be the case.

Students are encouraged to develop independent learning skills through embedded curriculum activities, following dialogue with their supervisors and by engaging with online learning material that is accessed through the VLE. Students have access to a wide range of learning resources through two on-site libraries, appropriate database subscriptions and collaborative relationships with external libraries, including the central Cambridge University library.

Academic support, resources and guidance support students' learning effectively.

12. Assessment is fair and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work

12.1	Students are provided with an assessment schedule in which required coursework and revision periods are detailed in advance, with clear submission dates.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Students are provided with a clear assessment schedule and examination timetable, as appropriate, along with clear assignment briefs and deadlines for submission. Students confirm that these are suitable and enable them to plan effectively.

The Institution has a detailed assessment strategy in place that is publicly available on the website. The strategy sets out the Institution's principles in relation to assessment, arrangements for examinations, degree classification algorithms and the policies on retakes. The assessment questions produced by the Institution demonstrate that the assessment tasks set for students are relevant to the content and nature of the courses delivered at the Institution.

Assessment tasks are clearly written, with those pertaining to The Open University provision approved by the External Examiner. The tasks are supported by clear criteria and assessment matrices. Students confirmed that they were clear as to what was required of them.

Students receive appropriate written feedback on formative and summative assessment, and this was confirmed by students. Staff also use timetabled sessions and supervisory sessions as opportunities to provide group and individual feedback. The quality of written feedback is appropriately monitored through the internal moderation process.

The Institution's assessment policy makes clear reference to related policies, including the academic misconduct policy. The latter provides students with relevant definitions, for instance of academic integrity, academic misconduct, plagiarism and collusion. The policy also sets out the process for considering allegations of misconduct and the possible penalties. The information is clearly communicated to students during induction and made available to students through the VLE.

The Institution has extenuating circumstances and academic appeals and complaints policies in place. The policies are available through the website and detail suitable and fair procedures for handling complaints and appeals. Students confirmed that they were familiar with these policies.

The fair and transparent assessment information supports students' achievement effectively.

13. Student materials are appropriate to the medium of delivery and are effective

13.1	Course materials are designed for a specific and clearly stated level of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes' objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.3	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.4	Programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.5	The institution makes effective provision for students to access all resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Course materials are detailed, including appropriate reading lists that are mapped to the module specifications. The materials are approved by the Academic Director as being at the appropriate level before delivery. The Institution's pedagogic philosophy is to integrate specified texts into seminar-style classes. These classes are designed to help students think through the literature and ultimately to build their arguments in preparation for assessment. For the online diploma course, this also helps to maintain engagement in class.

Course materials are appropriately presented and relevant. They reflect current knowledge and practice and are regularly reviewed and revised by programme teams. The formal and informal reviews of course materials take place annually and are discussed by programme staff as part of Academic Department meetings and at Faculty Board.

Staff make effective and appropriate use of teaching aids and learning resources. Students confirmed that a wide range of teaching and learning methods are employed, and teaching observations by the inspection team confirmed this view.

Students have effective access to a wide range of suitable resources through the Institution's libraries, online databases and through access to the central Cambridge University library. The physical campus environment also supports access to resources, including weekend access to two library areas for which students are provided with the entry keycode.

The wide range of study materials available to students supports their studies effectively.

INSPECTION AREA – STUDENT SUPPORT, GUIDANCE AND PROGRESSION**14. Students receive pastoral support appropriate to their age, background and circumstances**

14.1	There are appropriate staff members responsible for student welfare who are accessible to all students and available to provide advice and counselling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.2	Students are given an induction to the institution, their programme of study and guidance on the use of facilities, such as the library and IT provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.5	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.6	There are effective systems to communicate with students out of class hours.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

14.8 Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. Yes No

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

Comments

The Institution has appropriate members of staff who are accessible to provide students with relevant welfare advice and support. The Welfare Officer provides support for students on issues ranging from their personal lives to mental and physical health. The Welfare Officer has previously arranged taxis for physically impaired students to attend the Institution and has supported students in bereavement and with medication schedules. The Welfare Officer can also organise suitable referrals to external specialist services, as appropriate.

The comprehensive student induction introduces students to all aspects of their programme, the Institution’s facilities, and the members of the Welfare Team and Administration Team. It makes transparent links to the student handbook as a guide. The handbook includes how to contact emergency support services and provides an overview of relevant policies.

The Institution has clear policies in place for equality and diversity, harassment and bullying, and sexual misconduct. The Institution also has a sexual misconduct complaint and disciplinary policy, which provides clear guidance on how to make a complaint and how to access support. The policy is available through the website and the VLE.

The Institution has an Information Technology (IT) consultant in place who manages the Institution’s helpdesk, and administrative staff also provide support as appropriate. Students confirmed that they receive helpful and timely support with any IT problems. Inspection findings support this view.

Students confirm that they have suitable access to academic and support staff outside class times through email and through bookable appointments. An emergency contact number is also provided.

Students and staff are provided with information about the risks of radicalisation and extremism, including access to the policies and procedures. All staff have completed appropriate training, and an appropriate risk assessment has been compiled.

Students have access to clear and appropriate pastoral support and guidance as part of their learning experience.

15. Students receive appropriate academic support and guidance

15.1 Students have appropriate access to teaching staff outside teaching and learning sessions. Yes No

15.2 Students have access to appropriate support to enable the regular review of their academic progress. Yes No

15.3 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention is made, where appropriate. Yes No

15.4 Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study. Yes No

15.5 Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available. Yes No

15.6 The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint. Yes No

15.7 Students are advised of BAC’s complaints procedure. Yes No

15.8 Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently. Yes No

15.9 Students with special educational needs and/or disabilities (SEND) are identified so that appropriate support can be provided. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Students have good access to staff through scheduled supervisory meetings, bookable appointments for individual advice and support, and to discuss and review academic progress, and to gain additional support as needed. The Institution has recently formalised supervisory meetings. The outcomes and progress from these meetings are formally recorded. The records of the supervision meetings are not routinely shared with students.

Students can seek advice from a wide range of staff to discuss study alternatives, including the Academic Director, Programme Manager, their supervisor or members of student support staff, including the Welfare Officer. Advice on further study options is also available from academic staff, along with careers advice. Workshops on CV preparation and job applications have also been introduced, along with workshops with alumni.

The Institution has a clear academic appeals and student complaints policy in place, with a clear staged complaints process that is available to students through handbooks and the VLE.

The academic appeals and student complaints policy is being updated to include clear reference to the BAC complaints procedure, and students confirmed that they were aware that they could also access the BAC complaints procedure.

Students confirmed that they are supported to learn effectively and efficiently through embedded content in modules and advice provided through tutorials. The evidence seen by the inspectors confirms this to be the case.

Where students have any learning support needs and/or disabilities, they are encouraged to disclose these as part of their application. The Institution's disability and equal opportunities policy clearly sets out its commitment to supporting its diverse student body, and additional support is provided as appropriate.

The academic support and guidance provided by the Institution are appropriate and ensure students can access services as needed.

16. International students are provided with specific advice and assistance

16.1 Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study. Yes No NA

16.2 On arrival, international students receive an appropriate induction on issues specific to the local area. Yes No NA

16.3 Information and advice, which are specific to international students, continue to be available throughout their time at the institution. Yes No NA

16.4 Provision of support takes into account cultural and religious considerations. Yes No NA

16.5 Where possible, students have access to speakers of their own first language. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

17. Student attendance is measured and recorded regularly and effective remedial action taken where necessary

17.1 There is an appropriate, clear and published policy on required student attendance and punctuality. Yes No NA

17.2	There are effective procedures and systems to enforce attendance and punctuality.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.3	Accurate and secure records of attendance and punctuality, at each session, are kept for all students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.4	Data on attendance and punctuality is collated centrally and reviewed regularly, and absences are followed up promptly.	<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

The attendance policy sets out clear information on attendance requirements and is available on the CMC website. Students are introduced to attendance requirements during induction, including the need for punctuality.

Attendance is recorded by lecturers, and a central record is maintained by the Programme Officers, who follow up on any absences the same day. Students can notify the Institution of any absences in advance, including for medical appointments or due to ill-health or extenuating circumstances. Overall attendance levels on both programmes are good.

Attendance procedures are clear and appropriately managed.

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

18.1	Any residential accommodation is clean, safe and of a standard that is adequate for the needs of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
18.2	Any residential accommodation is open to inspection by the appropriate authorities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
18.3	A level of supervision is provided that is appropriate to the needs of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
18.4	Students are provided with advice on suitable private accommodation.	<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

All students attending the full-time BA (Hons) programme are required to live in Cambridge, and accommodation is provided in four, single-sex student houses that are located a short distance from the main premises. One of the houses is owned by the Institution, and the other three are leased by CMC. The accommodation is of a good standard and is open to inspection by the local authority.

Students receive clear information about the accommodation, including the costs, the house rules and guidance on health and safety. Students are provided with advice, support and guidance by the Facilities Manager, who is responsible for the maintenance of the facilities and can be contacted in the evenings and at weekends should the need arise.

Married students who have partners that are not students at CMC are provided with information on finding suitable private accommodation in Cambridge.

The residential accommodation available to full-time students is appropriate and well maintained.

19. The institution provides an appropriate social programme for students and information on activities in the locality

19.1	Students are provided with appropriate information on opportunities for participation in social events and other leisure activities that may be of interest.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
19.2	The social programme is responsive to the needs and wishes of students, and activities have been chosen with consideration of their affordability.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

19.3	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.4	Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.5	The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels.	<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

Students are provided with a good and wide range of social activity opportunities. Examples of activities include an observatory visit, sports, board games, bake sales, archery, calligraphy, horticulture, bowling, campfires, and pizza and film nights.

The social programme is responsive to students' needs and organised through various relevant student committees. These committees are the social committee, the fundraising committee and the sports committee. These committees collaborate to organise sessions of interest to the wider student body. Each committee is assigned an individual member of staff to assist it, who acts as a central point of liaison and provides supervision of the activities as appropriate.

Students confirmed that an extramural programme that is offered through the use of online social media channels encourages social interaction effectively between students studying remotely on the postgraduate diploma.

The social programme is much appreciated by the students and is appropriately informed by students' interests.

INSPECTION AREA – PREMISES, FACILITIES AND LEARNING RESOURCES

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

20.1	The institution has secure tenure on its premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
20.2	The institution has the legal right to use these premises for the delivery of higher education.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
20.3	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	<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

The Institution owns its campus premises, which it purchased in 2011. A new site adjacent to the campus has recently been purchased to accommodate the planned expansion of provision. The premises are approved for higher education use.

Additional suitable teaching accommodation is being rented in an adjacent church hall for some classes until the newly acquired property is ready for occupation later in 2023.

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

21.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories) that are brought to the attention of students, staff and visitors.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

21.5	There is adequate signage inside and outside the premises, and general information is displayed effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.6	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
21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.8	There is adequate air conditioning, 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 NA

Comments

Access to the main premises is secure and accessed with a keycode given to staff and students. General guidance on health and safety is provided to staff and students at induction, and visitors are also made aware of required health and safety information. Clear health and safety posters are on display in the main reception area and across the premises, including the annex buildings, with clearly marked emergency exits in all areas.

The premises are well maintained and cleaned daily, and heating, lighting and ventilation are appropriate in all areas. Signage is clear, and general information is displayed prominently on notice boards.

The Institution provides suitable circulation areas for staff and students, including a common room, prayer room, three libraries and a refectory. Toilets and hand-washing facilities are appropriate for the number of staff and students and include facilities for pre-prayer washing of feet.

The Operations Director has overall responsibility for health and safety on campus and is supported effectively by the Operations Manager and the Facilities Manager, who together ensure the premises are safe, secure and clean.

22. Classrooms and other learning areas are appropriate for the programmes offered

22.1	Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
22.2	Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level that allows for the effective delivery of each programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
22.3	There are facilities suitable for conducting assessments such as examinations.	<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

Classrooms are of an appropriate size for the number of students and are equipped with appropriate online technology to support the delivery of teaching.

Three library areas are available for private study and for conducting seminars and individual supervision sessions.

Two classrooms can be opened into a single larger room that provides an appropriate space for conducting examinations.

All classroom and study areas are appropriate to the provision offered.

23. There are appropriate additional facilities for students and staff

23.1	Students have access to sufficient space and suitable facilities for private individual study and group work.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
23.2	Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

23.3	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
23.4	Students and staff have access to secure storage for personal possessions where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
23.5	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	<input type="checkbox"/> NA
23.6	Administrative offices are adequate in size and suitably resourced 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

Students have access to sufficient space for private study in the three libraries and are also able to use the refectory outside mealtimes for group or private study.

Academic staff have access to appropriate office areas for preparation and marking of work, and for meetings with individual students.

Staff and students have access to suitable space for relaxation and for consumption of food and drink. Staff and students are provided with free cooked lunches in the refectory four times a week, and there is also access to food outlets nearby. A common room is also provided, along with external seating areas for use in the warmer months for socialising and relaxation.

Students and staff may store valuable items securely in the front office; alternatively they are advised to keep bags and laptops with them.

Staff can utilise the main library for large staff meetings and may also hold meetings in the office space.

Administrative offices are of sufficient size for the number of staff and are appropriately equipped, including with computers, to support administrative functions effectively.

The facilities provided for staff and students are appropriate and provide a comfortable environment for study and work.

24. The library is appropriately stocked and provides a fit-for-purpose learning resource for the student body

24.1	There is sufficient provision of learning materials, including books, journals and periodicals, and online materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.2	There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.3	The library has sufficient space for student independent study and group working.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
24.4	There is a well-organised lending policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	<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

Students have access to a wide range of appropriate books in the three libraries, including several key texts in Arabic. Additional materials are available through the online libraries to which the Institution subscribes.

The resources are regularly reviewed by Programme Managers, who also canvass student feedback to ensure appropriate texts are available. Additional stock requests are raised at Faculty Board meetings, and recommendations for purchases are agreed and passed to the senior management for authorisation.

The three libraries provide sufficient space for students to study independently or to undertake small-group work. There is a clear and well-understood lending policy, with qualified staff present to offer advice. The libraries are also accessible during holiday periods to support students' independent study effectively. The catalogue of resources would benefit from a more modern system to support ease of access.

The library facilities and resources are appropriate for the programmes offered.

25. The information technology resources are well managed, effective and provide a fit-for-purpose learning resource for the student body

25.1	There is appropriate technological access and sufficient connectivity to enable students to study flexibly.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	Students have effective online resources that assist with their learning, optimise interaction between the institution and the student, and enhance instructional and educational services.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.3	There is provision of appropriate, up-to-date software and virtual learning environments that reflect the needs of the programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff, and students and staff working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.6	The institution makes effective provision for students to access conventional and online resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Students have access to computers in the library, and free online access is available throughout the campus. Students are also provided with free online access in their student houses to support flexible independent study.

Students can access the student portal, where lecturers share resources with the students as well as the online libraries provided as part of the Institution's resources. Where online learning is delivered, online systems effectively support delivery and student support, including tutorials.

Systems are regularly updated and upgraded as appropriate under the supervision of the Operations Director. Staff and students have access to IT support staff through an external IT consultant with whom the Institution contracts. Staff and students reported that they receive prompt and efficient support.

IT resources are appropriately supported and fit for purpose.

INSPECTION AREA – QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

26.1	The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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26.2	Student feedback is obtained through appropriate, formal student representation mechanisms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.3	The institution has appropriate, formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The views of stakeholders are formally and informally collected through a variety of mechanisms, including the bi-annual student surveys, in-person discussions at Faculty Board which include student representatives, and through Board of Trustees meetings.

Students and staff can also provide feedback through programme team meetings and through discussions with tutors, Programme Managers and administrative staff. Feedback is formally reviewed by the Faculty Board and by the SLT, and action is taken as appropriate.

Stakeholders receive feedback on any action taken as a result of their views through the minutes of Faculty Board meetings, which are circulated to staff and student representatives, who then pass the information on to their peers. This is an effective approach. However, there is no online record of actions taken, which all staff and those students studying online can access that would enhance the existing mechanism.

Feedback is regularly sought from stakeholders, and appropriate actions are taken and communicated.

27. The institution has effective systems to review its own standards and assess its own performance

27.1	All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.4	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against clearly specified and appropriate performance indicators.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.6	Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.7	The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
27.8	The nominated programme leader, drawing on reports from its constituent courses, produces an annual programme report, which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.10	General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

27.12 Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action-planning. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Quality management policies and procedures are clearly set out in the quality assurance and enhancement policy that is available to all staff on the intranet. The Institution also utilises the quality assurance procedures set by The Open University in the handbook for the BA (Hons) programme, which is available to staff and students on the VLE.

The quality assurance policy and procedures include annual evaluation reports to The Open University and Programme Managers' reports to the Faculty Board. Reports on academic progress and performance are circulated to the Academic Advisory Board, which mainly comprises external members, and to the Board of Trustees. Therefore, the quality assurance policies, procedures and reports inform the oversight and strategic management of the Institution effectively.

The principles of ongoing monitoring of academic standards and the quality of the student learning experience are effectively embedded in the Institution's policies and procedures. This includes the twice-yearly monitoring by the Quality Assurance Team against the performance indicators in the quality assessment report template. Staff carry out an analysis of year-on-year student performance, retention and satisfaction. A clearly documented analysis of student surveys is shared with the Faculty Board, SLT and the Board of Trustees, and any significant variations in satisfaction and student progress are highlighted. Action plans are generated as appropriate.

An annual report is compiled for the BA (Hons) programmes in line with The Open University's requirements and includes a clear action plan. Reports are generated at programme level for Faculty Board meetings and include action plans that link to key strategic performance indicators, including for student achievement, staff performance and research activities.

27.7 & 27.8 Although results are reported to the Faculty Board, no formal, end-of-semester reports or annual reports, including consideration of data and year-on-year comparisons, are currently produced by Programme Managers for Diploma programmes.

27.10 No general report for the whole Institution is currently being produced.

The revalidation of programmes follows the guidance of The Open University. The BA (Hons) programme was successfully revalidated in April 2022. Programmes are also reviewed yearly at the meeting of the Academic Advisory Council, which considers course delivery, student feedback and academic management, and advises the Institution on building best practice.

Programme reports are considered by the Faculty Board, the Academic Advisory Board and the Board of Trustees effectively in order to ensure that any areas for enhancement are identified and incorporated into action plans, which are then monitored by the various boards.

The review of standards and performance is clear and shared with appropriate committees.

28. The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision

28.1 Good practice is effectively identified and disseminated across the institution. Yes No

28.2 End-of-session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement. Yes No

28.3 Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Good practice is identified effectively through student surveys and staff feedback and through the bi-annual quality monitoring reports. These are discussed at Faculty Board meetings by staff and student representatives.

The end-of-programme report to The Open University on the BA (Hons) programme includes the identification of areas for development and progress against previous action-plan points. Reports from the Diploma programme are considered by the Faculty Board. Action-plan progress is monitored effectively through the Institution's committee structure, including through meetings of the Faculty Board, the Academic Advisory Board and the Board of Trustees.

The Institution is reviewing the monitoring report template for the Diploma in Islamic Psychology to bring it closer to the format used for the BA (Hons) in Islamic Studies template, and thereby to promote great consistency of evaluation of both programmes.

The Institution utilises reports effectively to monitor and enhance its provision.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

29. The institution has suitable staff to ensure the successful delivery of online and distance learning

- | | | | | |
|------|--|---|-----------------------------|-----------------------------|
| 29.1 | Staff have an understanding of the specific requirements of online, distance and blended learning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 29.2 | Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 29.3 | Tutors have an understanding of the special challenges and demands of online, distance and blended learning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 29.4 | Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 29.5 | Instructions and suggestions on how to study and how to use the online tutorial materials are made available to assist students to learn effectively and efficiently. | <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

Staff have a clear understanding of the requirements of online learning. Staff who deliver online and blended learning receive appropriate training, including from a consultant, to appropriately support their understanding of the requirements of online and blended learning. Staff also receive support and development in relation to online pedagogy and the use of appropriate technology to foster a positive student learning experience. Videos and resources are available online to all staff to support successful delivery.

Students are supported with their use of online systems and resources and the VLE through handbooks and advice and guidance provided by tutors and lecturers. The Institution has also identified the value of additional, bespoke online support materials for both staff and students to further support their familiarity with, and confidence in, online learning.

Students are made aware of the level of digital literacy required for the Diploma in Islamic Studies, which is delivered online. This is clearly set out in handbooks and during the application process. All students also receive support and advice on how to make use of online resources and to access materials through online libraries and the VLE. The additional guidance appropriately supports students' ability to engage with the available learning resources. Handbooks and advice and guidance provided by tutors ensure students are supported effectively to engage with their learning.

The delivery of online learning is appropriately resourced and supported by the Institution.

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

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

The clear and effective level of communication with the Board of Trustees supports the strategic development of the Institution effectively.

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

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

The robust tracking and updating of policies with clearly defined responsibilities ensure that policies and procedures remain clear and fit for purpose.

The contracted time allocation and guidance provided by senior managers support staff to engage in research effectively.

Actions required	Priority H/M/L
10.4 Details of the awarding body and qualification level must be included in all programme information on the Institution's website.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The provision of a wide range of learning resources through the three CMC libraries, online access to international resources, and access to the University of Cambridge library support student and staff research effectively.

The support offered to students by the student ambassadors on the Diploma in Islamic Psychology provides additional support and advice on study approaches.

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

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

Well-qualified staff, who are available to assist students with pastoral and welfare matters, support the quality of the student learning experience effectively.

A wide range of social activities, which are student led and supported by the Institution's staff, effectively engages students both online and in person to enhance student interaction.

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

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

The study areas that are available support independent and group study activities effectively.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

Clearly defined quality assurance mechanisms and reporting structures allow for the effective ongoing monitoring of programme performance.

Actions required	Priority H/M/L
27.7 & 27.8 End-of-semester and end-of-year reports must be produced for all programmes, including year-on-year comparison of results and student satisfaction rates.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
27.10 The Institution must generate a general performance report that includes year-on-year analysis of student data and staff performance, and a review of resources.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's strengths

The guidance provided to students enables them to access and engage with online study materials and supports the development of their independent learning skills effectively.

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

RECOMMENDED AREAS FOR IMPROVEMENT

The Institution is recommended to consider the inclusion of a student representative on the Board of Trustees.

It is recommended that the regular schedule of teaching observations is implemented to ensure that in all cases, recent outcomes are used to inform the appraisal of all teaching staff.

It is recommended that notes of all individual student supervision sessions are shared with students.

It is recommended that the Institution consider installing a more modern system of library catalogue to support ease of access to resources.

The Institution is recommended to introduce and implement a formal mechanism for communicating actions taken in response to student feedback.

COMPLIANCE WITH STATUTORY REQUIREMENTS

