BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Reaccreditation Inspection

INSTITUTION: Markfield Institute of Higher Education

ADDRESS: Ratby Lane
Markfield
Leicestershire
LE67 9SY

HEAD OF INSTITUTION: Dr Zahid Parvez

DATE OF INSPECTION: 17-18 October 2017

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON REACCREDITATION:

◉ Reaccreditation awarded for the full four-year period.

◯ Decision on reaccreditation deferred.

◯ Award of reaccreditation refused.

Date: 14 Dec 2017

1. Background to the institution

Markfield Institute of Higher Education (MIHE/the Institute) was established by the Islamic Foundation in 2000. It offers undergraduate and post-graduate taught programmes in a variety of subject areas including Islamic Studies, Islamic Education and Philosophy.

MIHE is a company limited by guarantee and is also a registered charity. The four Directors maintain close links with the Islamic Foundation. The Foundation itself is a large educational research and publication centre in the field of Islamic Studies. MIHE was established with the aim of developing scholars who have a broader, deeper and more critical understanding of Islam in a modern contemporary context. The curriculum is based around the study of Islam.

The Institute is located on a nine acre site around six miles from the centre of Leicester. It shares the site with the Islamic Foundation and also with KUBE Publishing, an Islamic educational publisher. The premises had previously been used as a training centre. There are conference and residential as well as teaching and learning facilities on-site.

2. Brief description of the current provision

Undergraduate and post-graduate taught programmes are currently offered by MIHE. The programmes offered are the Bachelor of Arts (BA) Honours in Islamic Studies, the Master of Arts (MA) in Islamic Banking, Finance and Management, the Master of Education (MEd) in Islamic Education, the MA in Islamic Studies, the MA in Muslim Chaplaincy and the MA in Islam and Sustainable Development. These programmes are validated by Newman University in Birmingham.

Additionally, there are research programmes leading to the award of Master of Philosophy (MPhil) or Doctor of Philosophy (PhD). The latter two programmes are currently validated by the University of Gloucester. However, MIHE is actively seeking a new validating university for its research degrees. Students currently on the research degrees will not be affected by any change in the validating body. MIHE is also running a Certificate in Muslim Chaplaincy, which is a non-accredited qualification.

At the time of the inspection, 99 students were studying either full or part-time at MIHE. The gender balance at the time of the inspection was nearly equal and the Institute attracts individuals from all religions. There are no students from outside of the United Kingdom. There are no students under the age of 18. Students come from a wide variety of backgrounds and previous educational and career experiences. There is no typical entry route into MIHE, provided that the entry standards are met. Application is via the website and most students enrol in September of the academic year although there is provision for enrolment in January.

3. Inspection process

The inspection process was conducted over two days by two inspectors. Members of the Senior academic and administrative management were interviewed. A group of students was interviewed, three classes were observed and administrative, general support and welfare staff were interviewed. Additionally, staff with responsibility for supporting any student with an educational special need were seen as were security and site maintenance personnel. A full tour of the premises took place. Relevant documentation was scrutinised. MIHE was very well prepared for the inspection and gave full co-operation to the inspectors.

4. Inspection history:

Inspection type	Date
Full Accreditation	19-20 November 2013
Interim	14 September 2015

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 organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and understood by stakeholders.	● Yes ○ No
1.2	The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	● Yes ○ No
1.3	Policies, procedures and systems linking governance and management are well documented and effectively disseminated across the institution.	● Yes ○ No
1.4	The institution engages in appropriate risk management planning, which is administered and monitored by named individuals.	● Yes ○ No
1.5	The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	● Yes ○ No
1.6	The governing body conducts regular risk assessment exercises in all areas of the institution's provision.	● Yes ○ No
1.7	All relationships with other educational institutions and organisations are defined formally and are fully transparent, with institutions compliant with partner or parent institutions' requirements, where applicable.	● Yes ○ No

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

Comments

The organisational structure of MIHE is very clear. Terms of reference for governing bodies are also very clear and governors and senior managers regularly scrutinise and review their own roles, performance and responsibilities. This leads to confidence that governance roles and functions are effectively carried out and that the published Strategic Plan is closely monitored and updated as necessary.

Collaboration agreements are in place with relevant stakeholders, such as Newman University, and there are clear roles and responsibilities documented for all the external stakeholders.

The committee structure operates within clear terms of reference and all committees carry out their governance functions, including risk assessment procedures effectively. This gives confidence that MIHE is fully compliant with regulatory requirements.

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 financial management.	● Yes ○ No
2.2	There is provision for stakeholder input to inform the strategic direction of the institution.	● Yes ○ No
2.3	The strategy is well communicated to all stakeholders within and outside the institution.	● Yes ○ No
2.4	The governing body and senior management conduct a regular and systematic review of their own and the institution's overall performance and measure this performance against strategic targets.	● Yes ○ No

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

Comments

Strategic development is closely aligned with the educational, research and publication aims of the Islamic Foundation and the requirements of the validating university. Communication between stakeholders is well documented and the governing body, management and staff work together well to achieve MIHE strategic aims as stated in the strategic plan.

3. **Financial management is open, honest and effective**

3.1	The institution conducts its financial matters transparently and with appropriate probity.	◉ Yes ○ No
3.2	The institution's finances are subject to regular independent external audit.	◉ Yes ○ No

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

Comments

Accounts were available for scrutiny by the inspectors and showed the appropriate input of independent audit.

INSPECTION AREA - ACADEMIC MANAGEMENT AND ADMINISTRATION

4. **The institution is effectively managed**

4.1	The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students.	◉ Yes ○ No
4.2	The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	◉ Yes ○ No
4.3	There are clear channels of communication between management, the governing body, staff, students and other stakeholders.	◉ Yes ○ No
4.4	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. This should include provision for academic leadership at programme and individual course level.	◉ Yes ○ No
4.5	There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders.	◉ Yes ○ No
4.6	Committees and other meetings have clear and appropriate terms of reference, are scheduled to meet regularly and are minuted accurately.	◉ Yes ○ No
4.7	There is a set of comprehensive policies, regulations and procedures for staff and student conduct.	◉ Yes ○ No
4.8	Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose.	◉ Yes ○ No
4.9	A policy exists and is administered effectively regarding collection of and refund of student fees.	◉ Yes ○ No
4.10	Management compiles reports at least annually presenting the results of the institution's reviews and incorporating action plans. Reports include analysis of year-on-year student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	◉ Yes ○ No
4.11	Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body.	◉ Yes ○ No
4.12	Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system.	◉ Yes ○ No

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

Comments

Institutional management and administration are very robust at all levels. Senior management and middle managers work well with administrative support staff to ensure that administration and policy implementation are effectively carried out.

There are relevant job descriptions for all staff. These are subject to review along with necessary policies and procedures.

Very well qualified and experienced academic and administrative staff effectively work to their remit individually and in committee roles. This leads to an effective management that pursues the aims of the organisation as well as responding effectively to the needs of internal and external stakeholders.

The use of data concerning student progress and outcomes ensures that managers have an accurate perspective on the performance of students.

Most academic staff are engaged in research as an integral part of their job at MIHE. This is seen as a very important role to help MIHE achieve its aims. Consequently research activity is regularly reviewed.

5. **Academic management is effective**

5.1	There are appropriate procedures for the proposal, design and validation of programmes of study which take cognisance of the mission of the institution, national imperatives, market demand and resource issues and reflect international norms.	⦿ Yes ○ No
5.2	Management ensures that the stated curricula are delivered as presented in the prospectus and other related documentation, and that requirements from professional or other relevant bodies are met.	⦿ Yes ○ No
5.3	There are regular scheduled and minuted meetings of academic staff to review academic programmes.	⦿ Yes ○ No
5.4	There is an appropriate policy and effective procedures exist for the acquisition of academic resources to support programmes.	⦿ Yes ○ No
5.5	Appraisal of academic staff includes regular classroom observation which is used for the dissemination of good practice.	⦿ Yes ○ No
5.6	Academic staff are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.	⦿ Yes ○ No

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

Comments

Programmes are designed and validated by qualified practitioners, some of whom are recognised internationally in the field of Islamic Studies, for example, in the specialism of Islamic Finance and Banking. Validation follows prescribed regulatory procedures with external partners. Meetings of the Academic Board ensure effective oversight of internal validation and academic management procedures such as regular course review. Qualified practitioners come from both the academic and religious world although the two are very closely linked at the Institute.

Appraisal of academic staff is systematic and rigorous and leads to changes in classroom practice, particularly when combined with the regularly obtained student feedback on courses. Academic staff find that the process of appraisal leads to self-reflection of their pedagogy. Staff are very strongly encouraged in their research and professional development and this results in a continuous output of published research in Islamic Studies.

6. **The institution is effectively administered**

6.1	Administrators are suitably qualified and experienced and understand their specific responsibilities and duties.	⦿ Yes ○ No
6.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	⦿ Yes ○ No
6.3	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	⦿ Yes ○ No
6.4	Policies, procedures and systems are well documented and disseminated effectively across the institution.	⦿ Yes ○ No
6.5	Data collection and collation systems are effective and accurate.	⦿ Yes ○ No
6.6	Classes are timetabled and rooms allocated appropriately for the courses offered.	⦿ Yes ○ No
6.7	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	⦿ Yes ○ No

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

Comments

Administrative staff are efficient and effectively utilise computerised information and the data management system, which effectively facilitates the analysis of student performance by the managers.

Appropriate organisational policies and procedures are published in handbooks and referred to by both staff and students.

Minutes of meetings and action plans are very clearly recorded.

7. **The institution employs appropriately qualified and experienced managerial and administrative staff**

7.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.	⦿ Yes ○ No
7.2	There are effective procedures for the induction of all staff.	⦿ Yes ○ No
7.3	There is a transparent and well-documented appraisal system for all staff.	⦿ Yes ○ No
7.4	There are clear and appropriate job specifications for all staff.	⦿ Yes ○ No
7.5	All staff are treated fairly and according to a published equality and diversity policy.	⦿ Yes ○ No
7.6	The institution has a clear policy regarding the handling of legal issues relating to the employment of staff.	⦿ Yes ○ No
7.7	Staff have access to a complaints and appeals procedure.	⦿ Yes ○ No
7.8	Opportunities are provided for the continuing professional development of administrative and managerial staff.	⦿ Yes ○ No

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

Comments

Training and professional development for administrative and managerial staff is regular. For example, in September 2016 the training covered quality enhancement, MIHE's strategy of preventing radicalisation and extremism and activities in student support services.

All staff are appraised and this leads to a good understanding of roles and responsibilities as well as a feeling that staff are valued.

Administrative staff understand their roles well in supporting the aims of the Institute.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

8. **Academic staff are appropriately qualified and effective in facilitating student learning**

8.1	Academic staff are appropriately qualified in terms of subject knowledge, pedagogic and communicative skills, and experienced for the courses to which they are allocated.	◉ Yes ○ No
8.2	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills which will be required for final examinations or assessments.	◉ Yes ○ No
8.3	Learning outcomes for all programmes are articulated and are publicly available.	◉ Yes ○ No
8.4	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	◉ Yes ○ No
8.5	Academic staff ensure the active participation of all students in class activities.	◉ Yes ○ No
8.6	Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning.	◉ Yes ○ No
8.7	Academic staff supply students with access to any additional learning materials as appropriate to support student learning.	◉ Yes ○ No
8.8	Academic staff produce schemes of work and detailed lesson plans and lodge these with the administration.	◉ Yes ○ No
8.9	Academic staff draw upon current research in their teaching.	◉ Yes ○ No
8.10	Students are encouraged and enabled to develop independent learning skills.	◉ Yes ○ No
8.11	Where appropriate, students are given the opportunity to obtain relevant workplace experience.	◉ Yes ○ No ○ NA
8.12	Students have access to teaching staff outside teaching and learning sessions.	◉ Yes ○ No
8.13	The institution provides students and academic staff with access to appropriate resources and materials for study and encourages and supports their use of these.	◉ Yes ○ No

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

Comments

Academic staff are highly qualified and in some instances are recognised as leaders in their academic field. Recently appointed academic staff must gain a teaching qualification during their employment.

The development of student skills and knowledge progresses through the course levels on both the undergraduate and post-graduate provision with students confirming that their enrolment on post-graduate courses was to broaden and deepen the knowledge and understanding gained at undergraduate level.

Planning for classes is rigorous and relevant documentation is available to staff and students on the virtual learning environment. Students are expected to develop independent learning skills and this is strongly encouraged in classes and evidenced in planning documentation. In observed sessions it was evident that students were expected to come to class well read using the substantial resources of the Institute and to be ready to answer in-depth questions concerning set reading and previous study.

A small minority of students are studying at MIHE as part of their workplace professional development.

Students use the library of over 40,000 volumes in support of their studies.

9.	**Assessment is fair, well-organised and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work**	
9.1	Students are provided with an assessment schedule in which required coursework and revision periods are detailed in advance with clear submission dates.	◉ Yes ○ No
9.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	◉ Yes ○ No
9.3	Assessment tasks are clearly written, indicating what students need to do to achieve stipulated levels of achievement.	◉ Yes ○ No
9.4	Students receive detailed and supportive oral and written feedback on their assessments and overall performance and progress, which are effectively monitored.	◉ Yes ○ No
9.5	There are secure and efficient procedures for the administration of examinations and other means of assessment.	◉ Yes ○ No
9.6	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	◉ Yes ○ No
9.7	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	◉ Yes ○ No
9.8	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	◉ Yes ○ No
9.9	The institution makes student records and transcripts available to its students in a timely manner.	◉ Yes ○ No

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

Comments

Assessment of student work is rigorous and effective procedures are detailed in an Assessment Handbook. The handbook covers assessment principles, the internal double marking system, the structure of assignments, assessment feedback practice and moderation activity. Course guides reinforce this information and give students confidence that they fully understand the purposes of assessment, how it is carried out and at what times of the academic year.

The role of external examiners is well documented and they confirm that MIHE is utilising appropriate grade descriptors in the assessment of student work.

10.	**The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities**	
10.1	Academic staff are encouraged and supported to undertake research in relevant fields and to publish their findings.	◉ Yes ○ No
10.2	Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties.	◉ Yes ○ No
10.3	The institution encourages and supports staff to obtain additional qualifications.	◉ Yes ○ No
10.4	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	◉ Yes ○ No
10.5	The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.	◉ Yes ○ No

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

Comments

Research and general scholarly activity is encouraged at MIHE and a number of academic staff regularly publish peer reviewed work.

MIHE hosts academic conferences and is a centre for scholarship in Islamic Studies in the country.

INSPECTION AREA - STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

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

11.1	Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.	◉ Yes	○ No
11.2	Information on the programmes available is comprehensive, accurate and up-to-date.	◉ Yes	○ No
11.3	There are effective procedures to update information on a regular basis.	◉ Yes	○ No
11.4	Students are informed of the status of the qualifications offered, including the awarding body and level of award.	◉ Yes	○ No
11.5	Students are given some indication of the type of careers graduates may follow and any professional body exemptions that may be available.	◉ Yes	○ No
11.6	Students are informed of the full cost of all programmes, including costs of assessments and any required materials.	◉ Yes	○ No
11.7	Students are informed as to the necessary English language requirements for entry on to programmes.	◉ Yes	○ No
11.8	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.	◉ Yes	○ No

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

Comments

Publicity material is attractive, accurate and up-to-date.

There are clear terms and conditions of study available for students along with information on the costs of courses. The Accreditation of Prior and Experiential Learning Guide is available and updated when necessary.

MIHE has recently inaugurated careers fairs at which employers from, for example, the banking and insurance sectors inform the students of relevant career opportunities.

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

12.1	Entry requirements for each programme are set at an appropriate level and clearly stated in the programme descriptions seen by prospective students.	◉ Yes	○ No	
12.2	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	◉ Yes	○ No	
12.3	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.	◉ Yes	○ No	
12.4	All application enquiries are responded to promptly and appropriately.	◉ Yes	○ No	
12.5	Any recruitment agents are properly selected, briefed, monitored and evaluated.	○ Yes	○ No	◉ NA
12.6	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling.	◉ Yes	○ No	
12.7	Students with special needs are identified so that appropriate support can be provided.	◉ Yes	○ No	
12.8	Entry on the basis of accreditation of prior learning and prior experiential learning is subject to a rigorous process and is clearly documented.	◉ Yes	○ No	

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

Comments

Applicants to MIHE are treated as individuals and their motivations, prior life experiences, prior academic achievements and personal goals and aspirations are carefully considered. Students feel that this individual attention, supported by a well documented induction procedure equips them well to succeed on their chosen courses. Inspectors agreed with this.

Support for students with special needs is strong and MIHE works in effective partnership with external agencies to source and deliver necessary support, for example, in procuring British Sign Language personnel.

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

13.1	There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling.	● Yes ○ No
13.2	Students receive an appropriate induction and information on the pastoral support available to them.	● Yes ○ No
13.3	Students are issued with a contact number for out-ofhours and emergency telephone support.	● Yes ○ No
13.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	● Yes ○ No
13.5	There are effective systems to communicate with students out of class hours.	● Yes ○ No

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

Comments

Pastoral support for students is strong, laid out at induction, well resourced with tutorial staff and used well by students in support of their study and life at MIHE. Support focuses on individual education and personal needs and is thus varied in its nature across student groups.

MIHE does not adopt a general induction approach but focuses closely on the individual scholar, something identified as valuable by the students.

14. Students receive appropriate guidance

14.1	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.	● Yes ○ No
14.2	Additional support or advice on alternative programmes is provided to students who are judged not to be making sufficient progress to succeed.	● Yes ○ No
14.3	Students have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint.	● Yes ○ No
14.4	Students have access to careers advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff.	● Yes ○ No
14.5	Students have access to careers information including prospectuses for further study.	● Yes ○ No

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

Comments

Applicants to MIHE are treated as individuals and are strongly encouraged to make contact with the Institute prior to enrolment so that their personal educational needs, goals and aspirations are considered. First contact includes a tour of the premises and its extensive resources.

Consideration is given as to the suitability of programmes of study for all applicants and some decide that it may not be for them. This means that applicants are enrolled on courses suitable for them.

Careers guidance is provided by employers who come to MIHE to talk to students about careers, for example, in the Islamic finance sector.

15. **Student progress is measured and recorded regularly on the basis of adequate and explicit data and effective remedial action taken where necessary**

15.1	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and there is prompt intervention where appropriate.	◉ Yes ○ No	
15.2	There is a clear and published policy on required student attendance and punctuality, with effective procedures and systems to enforce it.	◉ Yes ○ No	
15.3	Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.	◉ Yes ○ No	
15.4	Student absences are followed up promptly and appropriate action taken.	◉ Yes ○ No	
15.5	Students are each allocated a personal tutor who is responsible for the regular review of students' progress.	◉ Yes ○ No	

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

Comments

Student progress is carefully monitored in tutorials and seminars. It is considered regularly and is subject to review at course and institution level with the Academic Board overseeing this.

Personal tutors support students in their time at MIHE and get to know the students well.

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 the country or location.	○ Yes ○ No	
16.2	On arrival, international students receive an appropriate induction in issues specific to the local area.	○ Yes ○ No	
16.3	Information and advice specific to international students continue to be available throughout their time at the institution.	○ Yes ○ No	
16.4	Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language.	○ Yes ○ No	

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

Comments

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

17.1	Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students.	◉ Yes ○ No	
17.2	Any residential accommodation is open to inspection by the appropriate authorities.	○ Yes ○ No ◉ NA	
17.3	A level of supervision is provided appropriate to the needs of students.	◉ Yes ○ No	
17.4	Students are provided with advice on suitable private accommodation.	◉ Yes ○ No	

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

Comments

There is good quality purpose built accommodation available for the small minority of students who choose to remain on-site during term time. This accommodation is managed by dedicated staff who reside on-site.

18.	**The institution provides an appropriate social programme for students and information on activities in the locality**		
18.1	Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.	⦿ Yes	◯ No
18.2	The social programme is responsive to the needs and wishes of students.	⦿ Yes	◯ No
18.3	Any activities within the social programme have been chosen with consideration of their affordability by the majority of students.	⦿ Yes	◯ No
18.4	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.	⦿ Yes	◯ No
18.5	Students are encouraged to develop and participate in extra-mural activities.	⦿ Yes	◯ No

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

Comments

The social programme at MIHE is centred around external academic activities such as attendance at public lectures although some students do organise social events for themselves.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

19.	**The institution has secure possession of and access to its premises**		
19.1	The institution has secure tenure on its premises.	⦿ Yes	◯ No
19.2	The institution has the legal right to use these premises for the delivery of higher education.	⦿ Yes	◯ No
19.3	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	⦿ Yes ◯ No ◯ NA	

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

Comments

The premises are owned by the Islamic Foundation and are always available to MIHE.

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

20.1	Access to the premises is appropriately restricted and secured.	⦿ Yes ○ No
20.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	⦿ Yes ○ No
20.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors.	○ Yes ○ No ⦿ NA
20.4	General guidance on health and safety is made available to students, staff and visitors.	⦿ Yes ○ No
20.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	⦿ Yes ○ No
20.6	There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.	⦿ Yes ○ No
20.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	⦿ Yes ○ No
20.8	There is adequate air conditioning, heating and ventilation in all rooms.	⦿ Yes ○ No

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

Comments

MIHE is well signposted. It occupies a large site, jointly with the Islamic Foundation. The site is secure.

All premises visited were seen to be in good order being well maintained, clean and tidy.

Facilities for students and staff, including refectories, the library, social facilities, classrooms and Information Technology (IT) areas, staff offices and areas for circulation were very good.

21. **Classroom and other learning areas are appropriate for the programmes offered**

21.1	Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them.	⦿ Yes ○ No
21.2	Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme.	⦿ Yes ○ No
21.3	There are facilities suitable for conducting assessments such as examinations.	⦿ Yes ○ No

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

Comments

Academic facilities are spacious and well equipped.

22. **There are appropriate additional facilities for students and staff**

22.1	Students have access to sufficient space and suitable facilities for private individual study and group work.	⦿ Yes ◯ No
22.2	Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.	⦿ Yes ◯ No
22.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	⦿ Yes ◯ No
22.4	Students and staff have access to secure storage for personal possessions where appropriate.	⦿ Yes ◯ No
22.5	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.	⦿ Yes ◯ No
22.5	Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.	⦿ Yes ◯ No

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

Comments

Facilities for academic study are numerous and can be found in the large library, in dedicated private and group study areas and in classrooms.

Academic staff have their own individual offices.

Office staff work in well organised offices.

Student individual lockers are no longer provided due to lack of demand.

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

23.1	The library is adequately staffed with appropriately qualified and experienced staff.	⦿ Yes ◯ No
23.2	The library has sufficient space for student independent study and group working.	⦿ Yes ◯ No
23.3	There is sufficient provision of learning materials including books, journals and periodicals and online materials.	⦿ Yes ◯ No
23.4	There is a well-organised lending policy.	⦿ Yes ◯ No
23.5	There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.	⦿ Yes ◯ No
23.6	Library opening times are sufficient to encourage and support student independent learning.	⦿ Yes ◯ No

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

Comments

The library of over 40,000 volumes is considered to be a major national and international resource for scholars of Islam. The library is supported by the use of online learning resources.

Opening hours are flexible to meet the needs of learners, especially around examination time.

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

24.1	There are sufficient computers of the necessary specification to meet student and staff needs.	◉ Yes ○ No
24.2	There is provision of appropriate, up-to-date, software which reflects the needs of the programmes.	◉ Yes ○ No
24.3	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	◉ Yes ○ No

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

Comments

INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

25.1	The institution undertakes regular and systematic monitoring of its operations.	◉ Yes ○ No
25.2	The institution conducts periodic reviews of all aspects of its performance against clearly specified and appropriate performance indicators.	◉ Yes ○ No
25.3	The nominated leader for each course produces an end of-session (semester or year) report which includes measures of student satisfaction, completion rates and achievement levels.	◉ Yes ○ No
25.4	The nominated programme leader, drawing upon 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.	◉ Yes ○ No
25.5	Reports, which present the results of the institution's reviews, evaluate its performance and incorporate action plans, are compiled at least annually. These are considered by senior management and the board of trustees and, where appropriate, shared with all stakeholders.	◉ Yes ○ No
25.6	All programmes are subject to annual review and to full revalidation every five years.	◉ Yes ○ No
25.7	Annual review and revalidation of programmes involve external assessors.	◉ Yes ○ No
25.8	All quality management policies and procedures are clearly documented, for example in a quality manual or similar, and brought to the attention of staff and, where appropriate, students and other stakeholders.	◉ Yes ○ No
25.9	Particular attention is paid to the quality of the student learning experience and to ensuring there is fair treatment of all students.	◉ Yes ○ No

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

Comments

The Academic Board takes overall responsibility for all quality management issues at the Institute. The management of quality at MIHE is rigorous. At course, department and institutional levels there are regular reviews of, for example, student progress, achievement of strategic and departmental objectives and resource and IT procurement. These involve external stakeholders where necessary.

Annual monitoring reports are produced covering the achievement of the strategic plan, student performance and

achievements, student recruitment and retention and also specific course issues. Monitoring has indicated that the site wireless system needs improvement by stronger signal generation.

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

26.1	Views of all stakeholders, including academic staff and students, partner institutions and employers, are canvassed and recorded regularly through various means, including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation.	● Yes ○ No
26.2	The views of stakeholders are considered objectively, evaluated thoroughly and, where necessary, appropriate action is taken.	● Yes ○ No
26.3	There are effective means of responding to stakeholders' opinions and keeping them informed of any actions taken and reasons for no action being taken, through formal feedback mechanisms.	● Yes ○ No
26.4	Key performance indicators will include analysis of student outcomes in terms of the current year and year-on-year performance and any significant variations in student achievement between different programme components.	● Yes ○ No
26.5	The institution engages with the wider community, such as employers and its alumni, in a formal and systematic manner in order to obtain feedback on the relevance of its provision and to identify areas for development.	● Yes ○ No

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

Comments

Annual strategic partnership meetings are held with the validating university along with annual course meetings. Other monitoring systems include the consideration of student progress using the external examiner reports, and input from external employers such as the National Health Service (NHS) who may employ students once they have completed their studies at MIHE.

Regular meetings of staff and student combined committees consider matters of importance to the students, such as library opening hours and assessment timetables.

The published Student Charter and Student Engagement Policy details how students are involved in feedback to the Institute through the combined committees.

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

27.1	All stakeholders are invited and encouraged to make suggestions for enhancement.	● Yes ○ No
27.2	In their annual appraisal, all staff are required to identify where they have facilitated enhancement and to identify further areas requiring enhancement.	● Yes ○ No
27.3	End-of session course and annual programme reports should include enhancements made and identify further areas requiring enhancement.	● Yes ○ No
27.4	Action plans are implemented and reviewed regularly within the institution's committee structure.	● Yes ○ No
27.5	Staff professional development needs are identified through appraisal and other means, and measures taken to support staff to address these.	● Yes ○ No
27.6	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary.	● Yes ○ No

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

Comments

A major focus in enhancement is on the continuous improvement of teaching, learning and assessment. This is considered regularly at course, department and institutional level and is linked to the evidence gathered from the operation of the system for the observation of teaching and learning.

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

Clear leadership is supported well by a management and administrative structure that focuses on driving the Institute forward to meet its aims.

Actions required	Priority H/M/L
None	○ High ○ Medium ○ Low

ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

Rigorous academic management through the committee system and effective oversight by Academic Board.

Strong support for academic staff leading to a continuously augmented internationally recognised research profile.

Actions required	Priority H/M/L
None	○ High ○ Medium ○ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

High levels of expectation in the performance of students supported by a robust assessment system that is very well organised.

The Institution works in close partnership with the validating university.

Strong research profile that supports teaching and learning.

Actions required	Priority H/M/L
None	○ High ○ Medium ○ Low

STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

The personal attention paid to each applicant ensures that students find an appropriate course to meet their needs.

Actions required	Priority H/M/L
None	○ High ○ Medium ○ Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

Attractive campus with an excellent library and learning support facilities.

Actions required	Priority H/M/L
None	○ High ○ Medium ○ Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

Effective quality management arrangements that systematically take account of the views of both internal and external stakeholders and of the students.

Actions required	Priority H/M/L
None	○ High ○ Medium ○ Low

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that MIHE continue its drive to improve wireless communication networks on the campus.

COMPLIANCE WITH STATUTORY REQUIREMENTS