BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

INSTITUTION: Cambridge Muslim College

ADDRESS: 14 St. Paul's Road
Cambridge
CB1 2EZ

HEAD OF INSTITUTION: Mr Timothy Winter (Abdal Hakim Murad)

DATE OF INSPECTION: 4-5 December 2017

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- ⊙ Re-accreditation awarded for the full four-year period.
- ○ Probation accreditation.
- ○ Decision on accreditation deferred.
- ○ Accreditation to be withdrawn.

Date: 8 February 2018

PART A - INTRODUCTION

1. Background to the institution

Cambridge Muslim College (the Institution) was established in 2008 as a registered charity and company limited by guarantee. The Institution is headed up by the Dean who reports to the Trustees and is supported by the Academic Director. The Institution offers credit bearing and non credit bearing courses in Islamic studies. It is based in central Cambridge in a former vicarage and associated almshouses.

The aim of Cambridge Muslim College is to develop Muslim faith leadership through world-class education, training and research based on a dialogue between the Islamic intellectual tradition and the ideas and circumstances of the modern world.

The history of Cambridge Muslim College dates from 2002 when the Trustees of the Muslim Academic Trust agreed to the idea of founding a college for training Muslims in the classical Islamic sciences in the city of Cambridge. The first cohort of students following the Institution's Diploma programme enrolled in 2009 with nearly 100 students having completed the course to date. In May 2017, Cambridge Muslim College's undergraduate degree programme in Islamic Studies was validated by the Open University for first presentation from September 2017.

2. Brief description of the current provision

Cambridge Muslim College currently offers two full-time programmes. These are the non credit bearing Diploma in Contextual Islamic Studies and Leadership and the Bachelor of Arts with Honours (BA Hons) in Islamic Studies, validated by the Open University. The entry requirements for the BA (Hons) are a minimum of three B grades at advanced level (A Level) or equivalent. There are no formal entry requirements for the Diploma.

All delivery is face-to-face at the Institution's Cambridge premises. Students enrolling on the BA programme whose language skills in Classical Arabic are not at the required level are provided with a course delivered by Qasid Institute, in Jordan. This aspect does not form part of the BAC accreditation.

At the time of the inspection, 22 full-time students were enrolled, with ten following the BA (Hons) programme and 12 on the Diploma. All students are over the age of 18, the majority are male and all are resident in the United Kingdom. Both courses have annual September start dates.

In addition to the full-time courses, the Institution offers a range of short courses known as External Programmes. These cover areas such as Principles of Islamic Spirituality and Islamic Approaches to Psychology and Psychotherapy.

3. Inspection process

The re-accreditation inspection was carried out over two days by two inspectors. Five observations of teaching took place and two observations of supervision tutorials. The inspectors met with students, teaching staff and non-teaching staff. Discussions were also held with the Academic Director and the Operations Director. Inspectors had sight of documentation covering all areas of the inspection both in electronic and hard copy. Additional documentation was made available to the inspection team on request. The Institution fully cooperated with the inspection throughout and the inspectors were made to feel very welcome.

4. Inspection history:

Inspection type	Date
Full Accreditation	12-13 February 2013
Interim	25 June 2014

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 governing body conducts regular risk assessment exercises in all areas of the institution's provision.	● Yes ○ No
1.6	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 Institution has comprehensive documentation detailing the clear roles and responsibilities of the individual staff and the trustees.

The Dean and the directors of Cambridge Muslim College have a wide range of complementary qualifications and experiences and work as an effective team to ensure the success of the Institution.

Comprehensive risk analysis informs the Institution's risk register resulting in appropriate actions for risk mitigation.

The terms of the Institution's partnership with the Open University are detailed in the institutional and course validation documentation ensuring that Cambridge Muslim College is aware of and can meet its obligations in respect of the partnership.

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

Cambridge Muslim College has a five year strategic, operational and financial planning cycle, which is informed by self evaluation and stakeholder input.

This allows the Institution to monitor its progress against targets and to respond to emerging threats such as competition

from new providers.

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

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

The management structure and responsibilities are clearly delineated. As a result, all staff members are clear as to their role in the effective running of the Institution. Staff collaborate well to ensure the effective management and administration of the Institution.

All staff are suitably qualified and experienced to undertake their roles with a minimum of supervision.

Effective academic leadership is provided by the Academic Director, who reports, at programme level, to the faculty board and the academic advisory board.

4.10 4.11 There is no formal action planning process in place, which would allow a more proactive approach to operational management and improvement planning.

	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

The successful validation of the Institution's BA (Hons) in Islamic Studies by the Open University demonstrates the University's confidence in Cambridge Muslim College's ability to design, deliver, assess and administer a three year undergraduate programme. Inspection findings confirm this view.

The Diploma programme is not formally accredited so that it aligns with the BA (Hons). As a result, students cannot easily transfer from one programme to the other.

There is an established system of effective teaching observations undertaken by the Operations Director as part of the performance management process.

5.6 Whilst some appropriate support is provided to enable teachers to develop their skills, the permanent teaching staff are not sufficiently supported, for example through achieving Fellowship of the Higher Education Academy (FHEA), to enable them to further develop their subject specific pedagogy effectively.

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

Office staff effectively ensure the smooth running of the Institution by, for example, administering student records, acquiring resources and organising external events.

Office staff have specific responsibilities. However, they work flexibly so that all operational aspects of the Institution are covered appropriately and well at all times.

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

The Institution provides comprehensive job specifications, which include the specific and generic responsibilities of each position coupled with a detailed person specification. This ensures that each staff member is aware of their role and the responsibilities that form part of that role.

There are clearly worded policies covering all aspects of the employment of staff including equality and diversity, performance appraisal, complaints and continuing professional development. These are accessible to all staff.

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

Cambridge Muslim College employs highly qualified permanent and sessional teaching staff, who provide stimulating and challenging teaching which fully engages the students.

In the majority of the observed sessions, the lecturer's subject knowledge was excellent and the students were focused and contributed well to the session. The students' contributions reflected the deep learning that was taking place. Students commented on the outstanding nature of the teaching they received.

Teaching staff are engaged in research and regularly publish in academic journals. Therefore, teaching is informed well by contemporary primary research.

8.8 Lesson plans are produced and used well. Some lesson plans are insufficiently detailed. For example, no criteria are provided as to how students' progress during the session is assessed.

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

Appropriate assessment strategies consist of written assignments and examinations. Students are aware of the assessment methods, which are used on their programme. Students do not submit their assignments using online submission software, which would increase the efficiency of the systems for submission.

Students have access to the grading criteria used in the assessments and are clear as to their application.

The Academic Director acts as the college academic misconduct officer. Cases of academic misconduct, such as deliberate plagiarism, are rare.

Mitigating circumstances and appeals procedures are well documented, as are arrangements for the external moderation of students' work. Therefore, the Institution has all the expected academic procedures in place.

9.4 Feedback on students' written work is inconsistent. A majority of the staff provide appropriate feedback comments that clearly show students what they need to do to improve. However, some feedback is insufficiently detailed.

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

Teaching staff are active researchers who publish in academic journals. As a result, their research effectively informs their teaching sessions and the wider academic community.

The Institution actively encourages the involvement of academics in its work, for example, one lecturer is a theoretical physicist with an interest in the relationship between quantum theory and consciousness.

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

Printed and electronic materials accurately reflect the Institution's provision and are regularly updated by the administrative staff. This ensures prospective students can make informed decisions as to the suitability of the courses for themselves and to meet their aspirations.

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' qualifications and relevant experience are checked and recorded prior to acceptance on a programme to ensure that prospective students have applied for a course of study appropriate to their abilities.

The Institution has undergone a successful voluntary accessibility audit as part of its strategy to ensure that prospective students with disabilities are not unintentionally excluded from any aspect of the provision.

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

Student welfare is the responsibility of the welfare officer and chaplain, who effectively supports students' social, emotional and spiritual wellbeing.

The chaplain is well qualified to guide the students through any personal, spiritual or academic issues that they may face during their time at Cambridge Muslim College. The chaplain has a detailed knowledge of and involvement with the British Muslim community at local, regional and national levels, for example as Assistant Secretary General of the Muslim Council of Britain and is able to draw on these resources when supporting the students.

Students also receive individual academic support which they value as part of the teaching and learning process.

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

Support and advice on academic matters are available to students from the Academic Director, who will arrange, for example, additional tutorial support if a student is experiencing difficulty with a particular aspect of their programme.

The Academic Director and the chaplain are available for careers guidance.

The complaints procedure is transparent and students are aware of its existence.

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

Each student has a supervision tutorial on a regular basis. As a result, any issues with progress can be discussed and action taken as required.

The Institution has an effective system for recording attendance and following up unexplained absences.

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

Cambridge Muslim College provides three student houses. The houses are of a high standard of quality and, therefore, provide secure, safe, comfortable accommodation for the resident students.

The Institution regularly inspects the student houses to ensure that the quality of the accommodation is maintained.

Appropriate advice on other accommodation options is also provided on request, for example to married students.

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

Cambridge Muslim College's students are mature students who arrange their own social activities often centred around the student houses.

The Institution does arrange some appropriate activities, such as lectures by visiting speakers. These are well attended.

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

Cambridge Muslim College has legal ownership of the premises and the necessary right to use them for the purpose of education.

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

The main access route to the premises, through the front door, leads into a large entrance hall in direct view of the main office. Therefore, all persons entering the Institution cannot do so unobserved. The car park and grounds of the Institution are monitored by closed circuit television. As a result, the premises are safe and secure.

The interior of the building is in a very good state of repair with an adequate number of clean toilet facilities.

Visitors are received in well furnished offices and libraries.

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

Classrooms, offices, academic spaces and the prayer room are all large high ceiling rooms typical of a Victorian vicarage, which was the original purpose of the building. Therefore, they provide a good learning environment for the College.

Classrooms are well equipped with conference chairs, whiteboards and appropriate Information Technology equipment for lecturers to use during their teaching sessions.

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
22.6	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

Good library areas are available for students and staff to use for personal study. They provide a quiet reflective space in which to work.

Permanent academic staff are located in offices in the former almshouses adjacent to the main building. This provides them with appropriate personal space in which to work and store their academic, personal and teaching materials.

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

There are three libraries. The main library houses the most up-to-date collection of resources. There is also an Arabic library and a general library. As a result, students have access to a good range of learning materials. Whilst the library opening times effectively support independent learning, students commented that they would like access to the libraries for a longer period of time in the evenings.

Texts for the main library are acquired when requested by the teaching staff who regularly update reading lists.

Students have access to online academic journals through the Institution's Journal Storage (JSTORE) account.

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

The Institution provides computers for students and staff to use. However, the students use their personal equipment as good wireless and online file storage facilities are provided.

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

Appropriate formal academic monitoring procedures are in place as a consequence of the institutional and programme validation by the Open University.

A condition of the validation is that Cambridge Muslim College meets the Open University's requirements for annual reporting at programme and institutional level to include feedback from students and external assessors.

25.5 There is no formal action planning process in place, which would allow a more proactive approach to operational management and improvement planning.

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

Feedback is obtained formally and informally from lecturers, academics, non teaching staff, students and donors using a variety of appropriate mechanisms, which include student representatives and staff appraisal.

These views, plus year-on-year performance data, inform the annual report which is made available to all stakeholders.

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

Cambridge Muslim College's partnership with The Open University is a major area of quality enhancement for its students and staff in studying and teaching a first degree programme.

27.4 There is no formal action planning process in place which would allow a more proactive approach to operational management and improvement planning.

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 well qualified and experienced senior management team, which is fully supported by the board of trustees, is effective in securing the future of the Institution.

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

ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

The senior management team has a clear vision as to the academic direction of the Institution and the means to achieve this, for example through their partnership with the Open University.

Actions required	Priority H/M/L
4.10 4.11 The Institution must formalise its action planning and review processes.	○ High ◉ Medium ○ Low
5.6 The Institution must further support the continuing professional development of its permanent teaching staff in order to develop their subject specific pedagogy.	○ High ○ Medium ◉ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The Institution employs highly qualified academic teaching staff, who engage and effectively challenge students in their specialist areas.

Actions required	Priority H/M/L
8.8 The Institution must improve its lesson planning in order to provide sufficient detail in lesson plans and to ensure consistency.	○ High ○ Medium ◉ Low
9.4 The Institution must ensure that all students are given detailed written feedback and guidance on how to improve their written assignments.	○ High ◉ Medium ○ Low

STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

Exemplary support is available to the students in respect of their personal, spiritual and academic welfare.

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

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

The premises provide comfortable well equipped accommodation for teaching, learning, personal study, prayer, and relaxation.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

The Institution has an established informal dialogue with stakeholders and alumni which informs quality assurance and quality enhancement procedures.

Actions required	Priority H/M/L
25.5 27.4 The Institution must formalise its action planning and review processes.	○ High ◉ Medium ○ Low

RECOMMENDED AREAS FOR IMPROVEMENT (to be reviewed at the next inspection)

The Institution should restructure the Diploma programme to prepare for formal accreditation.

The Institution should allow students longer daily access to the libraries.

The Institution should consider using online submission software for student assignments.

COMPLIANCE WITH STATUTORY REQUIREMENTS