

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BA Hons in Islamic Studies
Teaching Institution	Cambridge Muslim College
Awarding Institution	The Open University (OU)
Date of first OU validation	01 September 2017
Date of latest OU (re)validation	31 August 2022
Next revalidation	31 August 2027
Credit points for the award	120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6
UCAS Code	None
HECoS Code	None
LDCS Code (FE Colleges)	None
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Subject Benchmark Statements: Theology & Religious Studies (March 2022)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Framework for Higher Education Qualifications (FHEQ) 2014 Foundation Degree Qualification Benchmark (2010) SEEC Credit Level Descriptors (2016)
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full-Time
Duration of the programme for each mode of study	3 Years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	January 2022

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

In line with the central ethos of Cambridge Muslim College, the programme's primary aim is to train a new generation of academic Islamic Studies specialists/Muslim religious scholars who have gained:

- a) an extensive grounding in the classical disciplines of the Islamic tradition,
- b) a nuanced understanding of the context in which the classical disciplines of the Islamic tradition have developed, and
- c) an awareness of key contemporary intellectual disciplines relevant to the study and application of the Islamic tradition today.

Based on this, the objectives of the programme are to:

- develop a balanced and detailed understanding of classical disciplines in the Islamic tradition, the contexts in which they have developed and the ways in which they deal with contemporary issues and challenges
- provide the student with the opportunity to acquire critical understanding of key theories, principles and texts within the Islamic tradition and its classical disciplines
- develop a detailed understanding of classical Arabic and equip students with the ability to read, understand and interpret classical Islamic texts
- provide a general understanding of key aspects of relevant contemporary intellectual disciplines which intersect with the study of religion and its application to contemporary society
- develop an awareness of the history and contemporary state of British society, and in particular, the Muslim communities in Britain, and how these relate to global trends

- equip students with intellectual and research skills that will aid in the articulation and application of the Islamic tradition to contemporary issues and challenges
- develop and inculcate in students and independence of judgment, critical thinking and the ability to communicate effectively in ways that are relevant to the field of scholarship and the wider professional world
- prepare students for further study at higher levels and/or the pursuit of relevant professional pathways
- create a learning and research environment which provides both equal opportunity and tolerance of diversity.

The Islamic tradition includes a variety of discourses, and the BA (Hons) Islamic Studies programme attempts to expose students to these discourses. However, recognizing that it is not possible to provide students with detailed instruction in every discourse within the Islamic tradition, as well as the fact that an in-depth understanding of a discipline requires focused attention, the BA (Hons) Islamic Studies primarily teaches the Sunnī tradition and within it those discourses that have been/are predominant either historically or within the context of modern Britain. However, the programme has been designed to highlight and draw attention to multiple discourses even when the primary focus is on some. The development of the programme involved collaboration and consultation between the programme team, core lecturers, external lecturers and experts, and the Faculty Board. The programme will be further monitored and adjusted, when required, in future Faculty Board meetings and subject to feedback from the Academic Advisory Board.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

N/A

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

Certificate of Higher Education in Islamic Studies
Diploma of Higher Education in Islamic Studies

3. Programme structure and learning outcomes <i>(The structure for any part-time delivery should be presented separately in this section.)</i>					
<u>Programme Structure - LEVEL 4</u>					
Compulsory Modules	Credit points	Optional Modules	Credit points	Is module compensatable?	Semester runs in
Arabic 1	20	-	-	Yes	All
Islamic Theology 1	20	-	-	Yes	All
Islamic Law 1	20	-	-	Yes	All
Qur'anic Studies 1	15	-	-	Yes	All
Hadith Studies 1	15	-	-	Yes	All
Classical Logic 1	10	-	-	Yes	Term 1& 2
Islamic History	10	-	-	Yes	Term 1 & 2
The Social Sciences	10	-	-	Yes	Term 1 & 2

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/assessment methods
<p>A4.1 Demonstrate foundational knowledge and understanding of the core disciplines of the Islamic scholarly tradition, including essential principles and methods, as well as key ideas, figures, and institutions.</p> <p>A4.2 Demonstrate foundational knowledge and understanding of the core disciplines of the Islamic scholarly tradition in their historical context.</p> <p>A4.3 Demonstrate foundational knowledge and understanding of the contents and special terminology of key texts in the core disciplines of the scholarly Islamic tradition.</p> <p>A4.4 Demonstrate foundational knowledge and understanding of the linguistic and stylistic features of key texts in the core disciplines of the scholarly Islamic tradition.</p> <p>A4.5 Acquire foundational knowledge and understanding of classical Arabic sciences.</p>	<p>Summary of Learning & Teaching Strategy</p> <p><i>Primary learning and teaching strategy</i></p> <ul style="list-style-type: none"> • Lectures and tutorials • Directed independent study • Textual study & analysis <p><i>Secondary learning and teaching strategy</i></p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Project work • Peer learning • Guest lectures <p>Learning Outcomes & Strategies</p>

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
<p>A4.6 Acquire foundational knowledge and understanding of contemporary intellectual disciplines that are relevant to the study of the Islamic scholarly tradition, including key ideas, figures, and historical development.</p> <p>A4.7 Demonstrate awareness of where ideas and concepts are open to debate in each field of study.</p> <p>A4.8 Demonstrate general knowledge and understanding of Islamic history, including key social, cultural and political developments, as well as historical sources.</p>	<p>The Level 4 learning outcomes aim to introduce students to different fields of study, both in terms of the subject-matter of a discipline (i.e., content) and methods and approaches to its study (i.e., academic approaches). Modules cover a range of content to provide students with foundational and/or general knowledge and understanding of a field of study that will be explored in more depth at later levels.</p> <p>In this context, “foundational knowledge and understanding” relates to more disciplinary focus, while “general knowledge and understanding” concerns knowledge in the broad sense of the term, being less concerned with disciplinary foci and more with providing a broad understanding of a field of study.</p> <p>Six of the nine modules at Level 4 focus on classical disciplines of the Islamic scholarly tradition. Learning outcomes A4.1-A4.5 relate to these disciplines and aim to provide students with foundational knowledge and understanding of primary texts, including key ideas, concepts, principles, methods, and historical contexts. A4.4 and A4.5 relate to language skills (Arabic grammar, morphology, rhetoric, and vocabulary) that are required to engage these texts as students progress in the course.</p>

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
	<p>Two of the nine modules provide general knowledge and understanding of contemporary intellectual disciplines that are relevant to the study of the Islamic scholarly tradition, its understanding, and application in the modern world. These modules are Islamic History and the Social Sciences. Islamic History takes a broad look at political, cultural, social, and intellectual developments in the early and late Islamic world. This will provide students with an understanding of the wider contexts in which the core disciplines of the Islamic scholarly tradition developed. The Social Sciences module will introduce students to an important contemporary intellectual discipline and provide them with the social-scientific tools to address questions regarding Islam in modern society.</p> <p>Assessments</p> <p>At Level 4, knowledge and understanding skills are assessed through coursework and end-of-year exams. Students will also be assessed through other methods, such as oral presentations, class projects, in-class quizzes, book and literature reviews, and class participation.</p>

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	<p>End-of-year exams test the student’s knowledge and understanding of the module as a whole. Other forms of assessment, such as essays, oral presentations, class projects, in-class quizzes, book and literature reviews, and class participation will also be used to gauge the student’s knowledge and understanding of the subject. Additionally, these forms of assessment will assist in developing a more comprehensive skills set in the student, such as teamwork, effective communication, working to deadlines etc. Assessments for modules that are not classical Islamic disciplines will generally be through such methods, including coursework, and not through end-of-year-exams.</p> <p>Assessment Load</p> <p>The assessment load recommended below is based on the type and level of the module, total credits, and estimated notional hours for assessment preparation. Generally:</p> <ol style="list-style-type: none"> a) Higher-credit modules will have a greater assessment load than lower-credit modules. b) The estimated preparation time for assessments should constitute no more than 35% of notional module learning hours. c) The assessment load will increase as students progress beyond Level 4.

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	<p>To ensure a degree of consistency across similar modules, and taking into account the above guidelines, the recommended maximum assessment loads for Level 4 are:</p> <ul style="list-style-type: none"> ▪ 15 and 20-credit modules: 4000-5000 word count equivalence ▪ 10-credit modules: 2500-3000 word count equivalence <p>It is acknowledged that there is no exact science to allocating word count equivalency to non-traditional assessments. Module convenors have been provided a general assessment equivalency framework to assist them in designing their assessments. This is not intended to be applied mechanically. Convenors have been encouraged to discuss their strategies with the programme team in light of their subject-specific contexts, desired learning outcomes and programme levels.</p> <p>The assessment matrix for the programme provides an overview of the type of assessment used for each module and the weighting allocated to each form of assessment.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/assessment methods
<p>B4.1 Demonstrate the ability to identify and analyse essential concepts, principles, and methods underlying theoretical frameworks in the core disciplines of the Islamic scholarly tradition.</p> <p>B4.2 Demonstrate the ability to read and interpret key texts in the core disciplines of the scholarly Islamic tradition using pre-defined frameworks and methods.</p> <p>B4.3 Demonstrate the ability to identify and analyse essential theories, principles and concepts in contemporary intellectual disciplines.</p> <p>B4.4 Demonstrate the ability to evaluate arguments, well-known case studies, or piece of information using pre-defined frameworks and methods.</p> <p>B4.5 Demonstrate the ability to order relevant information of a subject into a logical argument using pre-defined frameworks and methods.</p> <p>B4.6 Demonstrate the ability to answer established questions by collecting information from relevant sources using pre-defined frameworks and methods.</p>	<p>Summary of Learning & Teaching Strategy</p> <p><i>Primary learning and teaching strategy</i></p> <ul style="list-style-type: none"> • Lectures and tutorials • Directed independent study • Textual study & analysis • Case studies • Problem-solving exercises <p><i>Secondary learning and teaching strategy</i></p> <ul style="list-style-type: none"> • Project work • Guest lectures • Peer learning • Field trips/visits to sites of interest <p>Learning Outcomes & Strategies</p> <p>The Level 4 learning outcomes aim to develop basic analytical and problem-solving skills, including the ability to evaluate information, develop a logical and focused argument, answer questions, and interpret texts. At this level, students are provided the cognitive tools to engage in more critical thinking at later stages of the course.</p>

3B. Cognitive skills	
<p>B4.7 Demonstrate the ability to apply linguistic skills, including principles and concepts in Arabic grammar and morphology, to Arabic texts.</p>	<p>Module tutors are free to select from a variety of methods to attain these learning objectives, within the following parameters:</p> <ul style="list-style-type: none"> a) Pre-existing cognitive abilities and the ability to develop them are to some extent the result of natural ability or educational background, and module tutors must try to approach the development of different students on a case by case basis b) Development of the cognitive abilities for specific students should be conducted in communication with a student's assigned academic tutor. c) Tasks and readings should be selected with due consideration to the development of the whole range of students, i.e., they should be accessible but also sufficiently challenging. d) Opportunities for discussion and debate should be provided during a lecture, or sufficient time allocated for this in separately scheduled tutorial sessions. e) Module tutors should optimally adopt an engaging and interactive method of delivery, e.g., using the Socratic method. <p>Of the learning outcomes, B4.2 specifically pertains to textual analysis in the classical Islamic disciplines. The reading and interpretation of classical texts lie at the heart of studying the core disciplines of the Islamic scholarly tradition. Closely related to this is B4.7, which concerns analysis of classical Arabic. A more specific learning strategy has been developed for these learning outcomes, which can be divided into three interconnected and mutually-reinforcing modes:</p>

3B. Cognitive skills	
	<p>a) Group study: the classroom as a whole engages in the reading and analysis of a classical text.</p> <p>b) Peer-to-peer study: the classroom is divided into “study pairs” which engage in the reading and analysis of a classical text in the classrooms or before it as preparation.</p> <p>c) Individual study: the individual engages in the reading and analysis of a classical text in their own self-directed learning.</p> <p>Assessments</p> <p>At Level 4, cognitive skills are assessed through coursework and end-of-year exams. The assessments used at this level also include oral presentations, class projects, in-class quizzes, book and literature reviews, and class participation. The assessment load for this level has been discussed above (3A).</p> <p>These assessments will assist in determining the extent to which the learning outcomes related to cognitive skills have been achieved. The table depicting the learning outcomes associated with each form of assessment provides more detail.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C4.1 Demonstrate the ability to communicate information in a structured and coherent manner both orally and in writing according to established academic standards.</p> <p>C4.2 Demonstrate the ability to conduct research by identifying sources, gathering and organizing material, and showing awareness of appropriate research tools and methods within defined guidelines.</p> <p>C4.3 Demonstrate the ability to work productively as part of a team to carry out tasks within concise guidelines, demonstrating self-awareness and openness to the views of others.</p> <p>C4.4 Demonstrate the ability to apply established ethical values to personal decisions and actions in research and study.</p>	<p>Summary of Learning & Teaching Strategy</p> <p><i>Primary learning and teaching strategy</i></p> <ul style="list-style-type: none"> ▪ Lectures and tutorials ▪ Directed independent study ▪ Textual study & analysis ▪ Group work <p><i>Secondary learning and teaching strategy</i></p> <ul style="list-style-type: none"> ▪ Case studies ▪ Problem-solving exercises ▪ Guest lectures ▪ Peer learning <p>Learning Outcomes & Strategies</p>

3C. Practical and professional skills	
	<p>The Level 4 learning outcomes are aimed at introducing the student to four main practical skills relevant to Islamic studies: communication, research, teamwork and ethics. C4.1 seeks to develop basic written and oral communication skills that are consistent with academic standards. C4.2 relates to training students in appropriate research and research methods that can be applied in all disciplines within the humanities and social sciences. C4.3 focuses on teamwork and the ability to not only work productively with other people, but also positively engage differing viewpoints. C4.4 relates to familiarizing students with the ethics of research and study.</p> <p>Module tutors are free to select from a wide variety of methods to attain these learning objectives and are strongly encouraged to:</p> <ul style="list-style-type: none"> a) Provide students opportunities to work in groups and engage among themselves, allowing them to learn to work as a team, answer questions, compare viewpoints and approaches, etc. b) Assign tasks and assignments to students that will require presenting information in a variety of forms. c) Provide students opportunities to engage in research tasks. Students should be given clear instructions for such tasks, as well as model examples for each, including ethical standards to be observed by students.

3C. Practical and professional skills	
	<p>It should be noted that the aim of the programme is the acquisition of skills and abilities in the field of academic Islamic Studies, with a focus on understanding the Islamic scholarly tradition. Students may acquire other practical and professional skills during their course of study, but this is not the primary focus of the programme. Furthermore, while students will explore different skills related to fields in the humanities and the social sciences, they will not be expected to master such skills. Finally, many of the practical skills listed here can also be considered as generally transferable skills.</p> <p>Assessments</p> <p>At Level 4, practical skills are assessed primarily through coursework and end-of-year exams. The assessments used at this level also include oral presentations, class projects, in-class quizzes, book and literature reviews, and class participation. The assessment load for this level has been discussed above (3A).</p> <p>These assessment will assist in determining the extent to which the learning outcomes related to practical skills have been achieved. The table depicting the learning outcomes associated with each form of assessment provides more detail.</p>

3D. Key/transerable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D4.1 Be able to read, analyse and evaluate information from a variety of sources.</p> <p>D4.2 Be able to engage with different ideas and viewpoints in a balanced and fair manner</p> <p>D4.3 Be able to plan, manage, and carry out specified tasks effectively within defined guidelines, showing awareness of one's strengths, limitations, and performance.</p> <p>D4.4 Be able to use basic IT skills and information resources for study, research, information gathering and presentation of information</p>	<p>Summary of Learning & Teaching Strategy</p> <p><i>Primary learning and teaching strategy</i></p> <ul style="list-style-type: none"> ▪ Lectures and tutorials ▪ Directed independent study ▪ Textual study & analysis ▪ Group work <p><i>Secondary learning and teaching strategy</i></p> <ul style="list-style-type: none"> ▪ Case studies ▪ Problem-solving exercises ▪ Peer learning <p>Learning Outcomes & Strategies</p> <p>The Level 4 learning outcomes aim to develop the qualities and transferable skills necessary for further study or professional employment requiring the exercise of some personal responsibility. This includes being able to analyse and evaluate information from a variety of different sources through independent study; being able to plan and manage towards certain targets; being able to use information technology for a variety of purposes; and being able to engage with different ideas in a balanced manner.</p>

3D. Key/transerable skills	
	<p>Module tutors are free to select from a wide variety of methods to attain these learning objectives and are strongly encouraged to:</p> <ul style="list-style-type: none"> a) Use a diverse array of materials that allow students to familiarize themselves with a variety of sources and viewpoints. b) Include a range of formats for coursework and examinations beyond the standard essay format. This includes literature reviews, reflective journals, etc. c) Introduce students to any study skills specific to the subject and inform them of the appropriate methods of using such sources at the onset of a course. This includes provision of an overview of electronic and online resources. d) Give students the tasks and responsibilities that require independent planning and management, including being effective in the use of one's time and resources, as well as provide them opportunities to engage in self-reflection and self-evaluation. <p>Assessments</p> <p>At Level 4, transferrable skills are assessed primarily through coursework and end-of-year exams. The assessments used at this level also include oral presentations, class projects, in-class quizzes, book and literature reviews, and class participation. The assessment load for this level has been discussed above (3A).</p>



Successful attainment of all learning outcomes at Level 4 is necessary for continuation of study at Level 5, or the awarding of the Higher Education Certificate in Islamic Studies.

Exit award available at Level 4: Certificate of Higher Education in Islamic Studies. Minimum credit level: 120 credits at Level 4.

Programme Structure - LEVEL 5					
Compulsory Modules	Credit points	Optional Modules	Credit points	Is module compensatable?	Semester runs in
Arabic 2	15	-	-	Yes	All
Islamic Theology 2	20	-	-	Yes	All
Islamic Law 2	20	-	-	Yes	All
Qur'anic Studies 2	15	-	-	Yes	All
Hadith Studies 2	15	-	-	Yes	All
Classical Logic (2) with The Art of Dialectic	10	-	-	Yes	Term 1 & 2
Spiritual Discipline & Ethics	10	-	-	Yes	Term 1 & 2
The Western Philosophical Tradition	10	-	-	Yes	Term 1 & 2
Religion & Religions	5	-	-	Yes	Term 1

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A5.1 Demonstrate detailed knowledge and critical understanding of the core disciplines of the Islamic scholarly tradition, including well-established principles and methods.</p> <p>A5.2 Demonstrate detailed knowledge and critical understanding of the core disciplines of the Islamic scholarly tradition and key approaches to their contemporary application in the context of the United Kingdom.</p> <p>A5.3 Demonstrate detailed knowledge and critical understanding of the contents and special terminology of key texts in the core disciplines of the Islamic scholarly tradition.</p> <p>A5.4 Demonstrate detailed knowledge and understanding of the linguistic and stylistic features of key texts in the core disciplines of the scholarly Islamic tradition.</p> <p>A5.5 Acquire detailed knowledge and understanding of classical Arabic sciences.</p>	<p>Summary of Learning & Teaching Strategy</p> <p><i>Primary learning and teaching strategy</i></p> <ul style="list-style-type: none"> • Lectures and tutorials • Directed independent study • Textual study & analysis <p><i>Secondary learning and teaching strategy</i></p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Project work • Peer learning • Guest lectures <p>Learning Outcomes & Strategies</p>

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
<p>A5.6 Acquire detailed knowledge of contemporary intellectual disciplines that are relevant to the study of the Islamic scholarly tradition, including key ideas, figures, and historical development.</p> <p>A5.7 Demonstrate a general understanding of the limitations of knowledge in each field of study and where ideas and concepts are open to debate and reformulation.</p>	<p>The Level 5 learning outcomes build on the knowledge students acquired at Level 4 by providing more detail and critical understanding of various fields of study. At this level, a higher degree of specialisation and/or complexity is involved in terms of the content of specific fields and academic approaches to its study. Module tutors may focus on selected themes or topics, rather than simply providing a general overview of the basics of a field of study.</p> <p>Assessments</p> <p>At Level 5, knowledge and understanding skills are assessed primarily through coursework and end-of-year exams.</p> <p>Students will also be assessed through other methods, such as oral presentations, class projects, in-class quizzes, book and literature reviews, and class participation.</p> <p>Assessment Load</p> <p>The recommended maximum assessment loads for Level 5 are:</p> <ul style="list-style-type: none"> ▪ 15 and 20-credit modules: 5000-6000 word count equivalence ▪ 10-credit modules: 3000-3500 word count equivalence ▪ 5-credit modules: 2000-2500 word count equivalence

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
	The assessment matrix for the programme provides an overview of the type of assessment used for each module and the weighting allocated to each form of assessment.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B5.1 Demonstrate the ability to identify and critically analyse key concepts, principles and methods underlying theoretical frameworks in the core disciplines of the Islamic scholarly tradition.</p> <p>B5.2 Demonstrate the ability to critically read and interpret key texts in the core disciplines of the scholarly Islamic tradition using well-established frameworks and methods.</p> <p>B5.3 Demonstrate the ability to identify and critically analyse key theories, principles and concepts in contemporary intellectual disciplines.</p> <p>B5.4 Demonstrate the ability to critically evaluate arguments, well-known case studies, or piece of information using well-established frameworks and methods.</p>	<p>Summary of Learning & Teaching Strategy</p> <p><i>Primary learning and teaching strategy</i></p> <ul style="list-style-type: none"> • Lectures and tutorials • Directed independent study • Textual study & analysis • Case studies • Problem-solving exercises <p><i>Secondary learning and teaching strategy</i></p> <ul style="list-style-type: none"> • Debates • Project work • Guest lectures • Peer learning

3B. Cognitive skills	
<p>B5.5 Demonstrate the ability to develop and sustain a logical argument that is supported by relevant evidence using well-established frameworks and methods.</p> <p>B5.6 Demonstrate the ability to answer established questions by collecting and synthesizing information from relevant sources using well-established frameworks and methods.</p> <p>B5.7 Demonstrate the ability to apply a range of linguistic skills, including principles and concepts in Arabic grammar and morphology, to Arabic texts of varying complexity.</p>	<p>Learning Outcomes & Strategies</p> <p>The Level 5 learning outcomes build on the skills students acquired at Level 4 by focussing on critical analysis, evaluation, interpretation and applying and being guided by methods and frameworks they learnt in the previous level. The material at this level is more advanced with complex and specialized content, concepts, principles and arguments. At this level, students are provided the cognitive tools to engage in more systematic thinking at later stages of the course.</p> <p>Module tutors are free to select from a variety of methods to attain these learning objectives, within the same parameters identified at Level 4.</p> <p>Assessments</p> <p>At Level 5, cognitive skills are assessed through coursework and end-of-year exams. Students will also be assessed through other methods, such as oral presentations, class projects, in-class quizzes, book and literature reviews, and class participation. The assessment load for this level has been discussed above (Level 5, 3A).</p> <p>The assessment matrix for the programme provides an overview of the type of assessment used for each module and the weighting allocated to each form of assessment.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C5.1 Demonstrate the ability to critically communicate information in a structured and coherent manner both orally and in writing according to established academic standards to an intended audience.</p> <p>C5.2 Demonstrate the ability to conduct research by identifying sources, gathering and organizing material, and applying appropriate research tools and methods within defined guidelines.</p> <p>C5.3 Be able to work productively as part of a team to carry out tasks of varying complexity within general guidelines, demonstrating critical self-awareness and positive engagement with the views of others.</p> <p>C5.4 Demonstrate the ability apply a range of ethical values to personal decisions and actions in research and study.</p>	<p>Summary of Learning & Teaching Strategy</p> <p><i>Primary learning and teaching strategy</i></p> <ul style="list-style-type: none"> ▪ Lectures and tutorials ▪ Directed independent study ▪ Textual study & analysis ▪ Group work <p><i>Secondary learning and teaching strategy</i></p> <ul style="list-style-type: none"> ▪ Case studies ▪ Problem-solving exercises ▪ Guest lectures ▪ Peer learning <p>Learning Outcomes & Strategies</p> <p>The Level 5 learning outcomes build on the practical skills at Level 4. C5.1 seeks to develop more critical and focused written and oral communication skills in a student. C5.2 trains students in applying appropriate research methods. C5.3 builds teamwork skills in more complex contexts where a student not only displays tolerance of other views, but is able to critically self-reflect on his engagement. C4.4 relates to familiarizing students with a wider range of ethical values that relevant to research and study.</p>

3C. Practical and professional skills	
	<p>Module tutors are free to select from a wide variety of methods to attain these learning objectives, as described earlier for Level 4.</p> <p>Assessments</p> <p>At Level 5, practical and professional skills are assessed through coursework and end-of-year exams. Students will also be assessed through other methods, such as oral presentations, class projects, in-class quizzes, book and literature reviews, and class participation. The assessment load for this level has been discussed above (Level 5, 3A).</p> <p>The assessment matrix for the programme provides an overview of the type of assessment used for each module and the weighting allocated to each form of assessment.</p>
3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D5.1 Be able to read and critically analyse and evaluate information from a variety of sources.</p> <p>D5.2 Be able to critically engage with different ideas and viewpoints in a balanced and fair manner, with self-awareness about one's own commitments and limitations of knowledge.</p>	<p>Summary of Learning & Teaching Strategy</p> <p><i>Primary learning and teaching strategy</i></p> <ul style="list-style-type: none"> ▪ Lectures and tutorials ▪ Directed independent study ▪ Textual study & analysis

3D. Key/transferable skills	
<p>D5.3 Be able to independently plan, manage and carry out tasks effectively within defined guidelines, reflecting upon and evaluating one's strengths, limitations and performance.</p> <p>D5.4 Be able to use well-developed IT skills and a range of information resources for the purposes of study, research, information gathering and presentation of information.</p>	<ul style="list-style-type: none"> ▪ Group work <p><i>Secondary learning and teaching strategy</i></p> <ul style="list-style-type: none"> ▪ Case studies ▪ Problem-solving exercises ▪ Peer learning <p>Learning Outcomes & Strategies</p> <p>The Level 5 learning outcomes aim to continue developing the qualities and transferable skills necessary for further study or professional employment requiring the exercise of some personal responsibility. Students at this level acquire</p> <p>Module tutors are free to select from a wide variety of methods to attain these learning objectives within the guidelines provided at Level 4.</p> <p>Assessments</p> <p>At Level 5, transferrable skills are assessed primarily through coursework and end-of-year exams. The assessments used at this level also include oral presentations, class projects, in-class quizzes, book and literature reviews, and class participation. The assessment load for this level has been discussed above (Level 5, 3A).</p>



Successful attainment of all learning outcomes at Levels 4 & 5 is necessary for continuation of study at Level 6, or the awarding of the Diploma in Islamic Studies.

Exit award available at Level 5:

Diploma of Higher Education in Islamic Studies

Minimum credit level: 120 credits at Level 4 and 120 credits at Level 5



Programme Structure - LEVEL 6					
Compulsory Modules	Credit points	Optional Modules	Credit points	Is module compensatable?	Semester runs in
Arabic 3	10	-	-	Yes	Term 1 & 2
Islamic Theology 3	20	-	-	Yes	All
Islamic Law 3	20	-	-	Yes	All
Qur'anic Studies 3	15	-	-	Yes	All
Hadith Studies 3	15	-	-	Yes	All
Islamic Legal Theory	10	-	-	Yes	Term 1 & 2
Religion in Modern Society	10	-	-	Yes	Term 1 & 2
Dissertation/Independent Research Project	20	-	-	Yes	All

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A6.1 Demonstrate detailed knowledge and systematic, critical understanding of the core disciplines of the Islamic scholarly tradition, including awareness of the interrelationship of various disciplines.</p> <p>A6.2 Demonstrate detailed knowledge and systematic, critical understanding of the core disciplines of the Islamic scholarly tradition and key approaches to their contemporary application in complex modern, global contexts.</p> <p>A6.3 Demonstrate detailed knowledge and systematic, critical understanding of the contents and special terminology of key texts in the core disciplines of the Islamic scholarly tradition.</p> <p>A6.4 Demonstrate detailed knowledge and critical understanding of the linguistic and stylistic features of key texts in the core disciplines of the scholarly Islamic tradition of varying complexity.</p> <p>A6.5 Acquire detailed knowledge and critical understanding of classical Arabic sciences.</p>	<p>Summary of Learning & Teaching Strategy</p> <p><i>Primary learning and teaching strategy</i></p> <ul style="list-style-type: none"> • Lectures and tutorials • Directed independent study • Textual study & analysis <p><i>Secondary learning and teaching strategy</i></p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Project work • Peer learning • Guest lectures <p>Learning Outcomes & Strategies</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
<p>A6.6 Acquire detailed knowledge and critical understanding of contemporary intellectual disciplines that are relevant to the study of the Islamic scholarly tradition, including key ideas, figures, and historical development.</p> <p>A6.7 Demonstrate a critical understanding of the limitations of knowledge in each field of study, including where ideas and concepts are open to debate and reformulation, and how this influences analysis and interpretation.</p>	<p>The Level 6 learning outcomes aim to complete the student’s systematic proficiency in the disciplines of Islamic studies, while focusing on an area relevant to the contemporary application of the Islamic scholarly tradition: religion in modern society. As in Level 5, a higher degree of specialisation and/or complexity is involved at this level in terms of the content of specific fields and academic approaches to its study. Module tutors may focus on selected themes or topics, rather than simply providing a comprehensive overview of a field of study and its academic approaches.</p> <p>Assessments</p> <p>At Level 6, knowledge and understanding skills are assessed primarily through coursework and end-of-year exams.</p> <p>Students will also be assessed through other methods, such as oral presentations, class projects, in-class quizzes, book and literature reviews, and class participation.</p> <p>Assessment Load</p> <p>The recommended maximum assessment loads for Level 6 will remain the same as Level 5, though the content of the assessments will be qualitatively more complex and challenging:</p>

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
	<ul style="list-style-type: none"> ▪ 15 and 20-credit modules: 5000-6000 word count equivalence ▪ 10-credit modules: 3000-3500 word count equivalence <p>The assessment matrix for the programme provides an overview of the type of assessment used for each module and the weighting allocated to each form of assessment.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B6.1 Demonstrate the ability to identify and critically and systematically analyse key concepts, principles, and methods, as well as develop and assess new ones, that underly theoretical frameworks in the core disciplines of the Islamic scholarly tradition.</p> <p>B6.2 Demonstrate the ability to critically and systematically read and interpret key texts in the core disciplines of the scholarly Islamic tradition using well-established frameworks and methods.</p> <p>B6.3 Demonstrate the ability to identify and analyse critically and systematically key theories, principles and concepts in contemporary intellectual disciplines.</p>	<p>Summary of Learning & Teaching Strategy</p> <p><i>Primary learning and teaching strategy</i></p> <ul style="list-style-type: none"> • Lectures and tutorials • Directed independent study • Textual study & analysis • Case studies • Problem-solving exercises <p><i>Secondary learning and teaching strategy</i></p> <ul style="list-style-type: none"> • Debates • Project work • Guest lectures

3B. Cognitive skills	
<p>B6.4 Demonstrate the ability to systematically and critically evaluate complex arguments, case-studies, and information using well-established frameworks and methods, reflecting independent and original judgment.</p> <p>B6.5 Demonstrate the ability to develop and sustain a critical and original logical argument that is supported by significant evidence using well-established frameworks and methods.</p> <p>B6.6 Demonstrate the ability to answer questions of varying complexity by collecting and synthesizing information from relevant sources using well-established frameworks and methods, reflecting independent and original judgment.</p> <p>B6.7 Demonstrate the ability to apply a range of linguistic skills, including principles and concepts in Arabic grammar and morphology, to cArabic texts.</p>	<ul style="list-style-type: none"> • Peer learning <p>Learning Outcomes & Strategies</p> <p>The Level 6 learning outcomes build on the skills students acquired at Level 4 and 5 by focussing on systematic and critical analysis, evaluation, and interpretation of complex information. Stronger emphasis is placed at this level on critical thinking and independent judgment, as well as creative problem-solving and advanced language skills.</p> <p>Module tutors are free to select from a variety of methods to attain these learning objectives, within the same parameters identified at Level 5.</p> <p>Assessments</p> <p>At Level 6, cognitive skills are assessed through coursework and end-of-year exams. Students will also be assessed through other methods, such as oral presentations, class projects, in-class quizzes, book and literature reviews, and class participation. The assessment load for this level has been discussed above (Level 6, 3A).</p> <p>The assessment matrix for the programme provides an overview of the type of assessment used for each module and the weighting allocated to each form of assessment.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C6.1 Demonstrate the ability to critically communicate information in a structured and coherent manner according to established academic standards to a variety of audiences within complex contexts.</p> <p>C6.2 Demonstrate the ability to conduct critical and original research, including knowledge of key aspects of current research and research methodology in the study of Islam, within general guidelines.</p> <p>C6.3 Demonstrate the ability to work productively as part of a team to carry out tasks of varying complexity by developing and employing appropriate strategies, demonstrating critical self-awareness, and engaging in critical reflection regarding the views and beliefs of others.</p> <p>C6.4 Demonstrate the ability to apply a range of relevant in-depth ethical and professional values to personal decisions and actions in research and study.</p>	<p>Summary of Learning & Teaching Strategy</p> <p><i>Primary learning and teaching strategy</i></p> <ul style="list-style-type: none"> ▪ Lectures and tutorials ▪ Directed independent study ▪ Textual study & analysis ▪ Group work <p><i>Secondary learning and teaching strategy</i></p> <ul style="list-style-type: none"> ▪ Case studies ▪ Problem-solving exercises ▪ Guest lectures ▪ Peer learning <p>Learning Outcomes & Strategies</p> <p>The Level 6 learning outcomes build on the practical skills at Level 5 focusing on communication, research, teamwork, and ethical values. Stronger emphasis is placed at this level on critical thought, self-reflection, and originality in research, especially within complex contexts.</p> <p>Module tutors are free to select from a wide variety of methods to attain these learning objectives, as described earlier for Level 4 and 5.</p>

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D6.1 Be able to read and provide critical and detailed analysis and evaluation of information from a variety of sources, reflecting independent and original judgment.</p> <p>D6.2 Be able to critically engage with different ideas and viewpoints in a balanced and fair manner, with critical self-awareness about one's own commitments and limitations of knowledge.</p> <p>D6.3 Be able to independently plan, manage and carry out complex tasks effectively within general guidelines, critically reflecting upon and evaluating one's strengths, limitations, and performance.</p>	<p>Summary of Learning & Teaching Strategy</p> <p><i>Primary learning and teaching strategy</i></p> <ul style="list-style-type: none"> ▪ Lectures and tutorials ▪ Directed independent study ▪ Textual study & analysis ▪ Group work <p><i>Secondary learning and teaching strategy</i></p> <ul style="list-style-type: none"> ▪ Case studies ▪ Problem-solving exercises ▪ Peer learning <p>Learning Outcomes & Strategies</p> <p>The Level 6 learning outcomes aim to continue developing the qualities and transferable skills necessary for further study or professional employment requiring the exercise of personal responsibility and independence.</p> <p>Module tutors are free to select from a wide variety of methods to attain these learning objectives within the guidelines provided at Level 4.</p>

3D. Key/transferable skills	
	<p>Assessments</p> <p>At Level 6, transferable skills are assessed primarily through coursework and end-of-year exams. The assessments used at this level also include oral presentations, class projects, in-class quizzes, book and literature reviews, and class participation. The assessment load for this level has been discussed above (Level 6, 3A).</p>

There is no exit award at this level.

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
 - **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The BA Programme

Each year of the BA programme consists of three terms of study (11 weeks for the first two terms including one reading week each term; seven weeks for the third term). The modules offered by the programme consist of 5, 10, 15 and 20-credit modules. Modules that are 15 and 20-credits run for three terms, 10-credit modules run for two terms, while 5-credit modules generally run for one term.

The College plans to provide a selection of modules in the future. Currently, due to limitations of capacity and resources, the modules on offer have been restricted to a number sufficient to allow students to gain the 120 credits necessary for progression at each level. Thus, all modules are compulsory at each level (4, 5, 6), and a student must successfully pass each one before proceeding to the next level.

Most modules, especially those that teach the classical Islamic disciplines, have been developed with 'pathways' in mind. Therefore, a module at Level 5 usually builds on a preceding module at Level 4. The Level 6 modules are all combinations of different preceding module pathways. This arrangement ensures that there is a logical progression in developing knowledge and skills. The main pathways are listed below:

Arabic 1 → Arabic 2 → Arabic 3

Quranic Studies 1 → Quranic Studies 2 → Quranic Studies 3

Hadith Studies 1 → Hadith Studies 2 → Hadith Studies 3

Islamic Law 1 → Islamic Law 2 → Islamic Law 3/Legal Theory

Islamic Theology 1 → Islamic Theology 2 → Islamic Theology 3

Classical Logic 1 → Classical Logic (2) with The Art of Dialectic

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

The College has developed a Student Guidance and Support Policy, which is reviewed annually by the Faculty Board. This has been developed with reference to the QAA UK Quality Code for Higher Education. Responsibility for implementation of the policy lies with the Academic Director (for academic matters) and the Operations Director (for all other matters). The policy is reviewed regularly by the Faculty Board.

The following areas fall within Student Guidance and Support:

Disability and Equal Opportunities Policy

The College's Disability and Equal Opportunities Policy sets out how the College is committed to supporting accessible learning. Applicants and students are encouraged to report any special needs, learning difficulties or disabilities as early as possible so that appropriate support can be put in place.

The College's Equality and Diversity Policy sets out how the College is committed to eliminating unlawful discrimination, harassment and victimisation, promoting equality of opportunity and developing an inclusive community.

Student Support & Personal Development

Support for students starts at the enquiry and admissions stage with clear and accurate promotional materials, timely responses to enquiries, and arrangements for applicants with disabilities, in line with the Equality Act 2010.

Support continues during the pre-arrival stage through to induction and a programme of activities designed to introduce the new student to life at the College. This will include an assessment of study skill needs, and arrangements will be put in place, as required, for sessions on skills such as research, writing skills, bibliographies and citation, avoiding academic misconduct, exam preparation and time-management. A Personal Development Programme (PDP) will offer a range of activities to assist with personal, academic and employability skills development.

Tutorial System

A tutorial system ensures that individual academic and personal support is given to every student. The tutors, who are drawn from the full-time College lecturers, have the role of helping each student to manage the transition to university-style life and through the various academic levels. Students will have a regular, timetabled, one-to-one meeting with their tutor to focus on academic issues (discussion of draft essays, preparation for examinations, queries about material that has been presented in lectures), in addition to any personal issues, career plans etc. The tutors' reports on student progress are passed onto

the BA Manager and College Welfare Team. It is also reviewed by the Faculty Board as part of the overall monitoring of teaching and learning.

Student Welfare

Student welfare and pastoral care is a priority, and students are encouraged to make use of the support offered by the College Welfare Team which currently comprises a Welfare Officer and in the future a Student Mentor/Chaplain.

The Welfare Officer is a part-time post whose responsibility is to work with others to ensure a safe and inclusive environment. The Welfare Officer role involves pastoral care, informal counseling and making referrals to agencies in the wider community where necessary. The Welfare Officer works with the Equality and Diversity Officer in ensuring equality of access to resources and treatment, particularly for female students.

The Student Mentor & Chaplain is a part-time post that the College aims to fill within the year. The Chaplain will be responsible for leading student mentoring, including pastoral care, and supporting the religious and spiritual life of the College.

Students of both genders can contact the Student Welfare Team in confidence to arrange a one-to-one meeting at any time. The Welfare Team is one of the first points of reference when students wish to represent their needs to the College management. The Team is available to support to students in cases of extenuating circumstances, complaints and appeals, as well as student disciplinary and academic misconduct issues.

Careers advice and guidance will be available through the Student Mentor & Chaplain, whose role includes mentoring the students about community service and careers after graduation. Support is offered in making applications for either employment or entry to higher education, including comment on personal statements and curriculum vitae, assistance in drafting cover letters, interview preparation and techniques, and applying for funding. The PDP programme helps students to develop their employability, via a process by which students can set career goals, develop new skills, plan next steps and review progress.

Financial Support

The College is committed to offering financial support to successful applicants who may not otherwise have the means to access its BA programme. Financial support includes full and partial scholarships awarded each year and subsidised rent per month for students living in College accommodation. On a case-by-case basis, the College also provides other forms of financial assistance, such as deferral of fees/rent, payment of fees/rent by instalment, reduction in tuition fees and/or rent, contribution towards living costs, or a combination of these.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

The criteria for admission to the programme aim to be in line with the Equality Act 2010 and have been written with reference to the QAA UK Quality Code for Higher Education. The Faculty Board monitors the admissions criteria as part of its annual review of the overall Admissions Policy.

[UK Quality Code for Higher Education- Advice and Guidance- Admissions, Recruitment and widening access](#) stipulates that procedures for admissions should be “transparent, reliable, valid, inclusive (leading to) the selection of students who are able to complete their programme.” The College has designed its admissions criteria in view to these parameters, referring to relevant indicators of good practice from the Code.

Entry Criteria

The criteria for entry onto the BA (Hons) programme are:

- UK citizenship or permanent resident status (non–EU nationals cannot be accepted unless they already have relevant visa status);
- a minimum age of 18 years at the point of enrolment.

English Language Skills

- Only English speakers (the UK Visas and Immigration list of English-speaking countries) are exempt from taking an English language proficiency test.
- Applicants requiring an English language proficiency test must pass an IELTS test with a score of 6.5 at a UKVI approved SELTS Centre with a minimum 6.0 in all the skills.

Academic Criteria

- UK applicants will normally be expected to have achieved at least three B grades at Advanced ‘A’-Level qualifications, or equivalent. The College recognises the Critical Thinking A-Level as a valid qualification for the purposes of an application.
- Applicants who have completed A-Levels do not need to provide GCSE results.
- Mature applicants who already have a university degree are exempted from these requirements and are judged on the relevance of their qualification as well as their degree classification.
- Applicants still studying for A-Levels should give their predicted grades and the best eight GCSEs achieved.
- EU permanent residence status applicants are expected to have a high grade in their leaving examination such as the French Baccalaureate or the German Abitur.

Applicants with Disabilities and Specific Learning Needs

The College welcomes applicants with disabilities, health conditions or learning difficulties and aims to ensure that its educational provision is inclusive and that appropriate academic and pastoral support is in place.

As the College can only make adjustments if they could be “reasonably expected to know” a student has a disability, reasonable steps are taken to find out if applicants have any such needs. Applicants are asked to disclose on their application form any disability, health condition or learning difficulty that may affect their ability to participate fully in college life, and any special support they may require making an application, attend an interview and/or study on the programme if accepted. These applications are considered without discrimination, using the same criteria as applied for all students: academic merit, references and interview. Any disclosed requirements will be discussed either before or at the interview, to gauge the impact of a disability on the applicant’s ability to follow the course, and what reasonable adjustments it might be necessary for the College to put in place to ensure equal access and opportunity.

7. Language of study

English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

The following methods are used by the College to evaluate and improve the quality and standards of teaching and learning:

Assessments

The primary method for evaluating the quality and standards of teaching and learning will be through a variety of assessments. These assessments provide an indication of the extent to which students are achieving the learning objectives of each course. The use of a second marker and an external examiner will ensure that marks awarded are checked against agreed assessment criteria. Module tutors are also strongly encouraged to carry out formative assessments in their classes, as this allows them to track the progress of students and provides students additional opportunities to assess their own learning and understanding.

Faculty Board & Academic Advisory Board

The quality and standards of teaching and learning are key subjects for discussion at the twice-termly meetings of the Faculty Board. The Academic Advisory Board also receives reports from the Faculty Board and provides advice on how quality should be upheld and maintained in teaching and learning standards.

Quality Team

The College has a Quality Team whose role involves the overall monitoring of the programme's quality standards. The team will comprise one representative from the administrative staff and one member of the teaching staff. They will carry out monthly reviews of all ongoing aspects of programme delivery, together with an annual review, which will be circulated to relevant staff members through reports. The Quality Team will raise any failure to meet academic standards to the Faculty Board. They will also contribute to any new efforts to improve or redevelop the teaching and learning standards in the programme.

Student Feedback

The College uses a variety of mechanisms to obtain feedback from students:

- Open feedback is solicited from the student representative system. Representative act as an official channel of communication between the student body and College management and sit on the Faculty Board. This forms a formal mechanism for students to air their views on teaching quality and the learning environment.
- Focus groups arranged on an ad hoc basis as needed.
- Twice-yearly anonymous questionnaires: after the completion of the first term and at the end of the academic year. Emphasis is laid on the areas of teaching quality, learning resources, assessment and feedback on assessment, student welfare, support and guidance and personal development planning opportunities.
- Informal: High faculty to student ratio allows for meaningful exchanges over lunch and at other times. Students frequently request meetings with lecturers to discuss academic and personal matters. Areas of concern are then raised to the BA Programme Manager or the Welfare Team.

Lecturer Feedback & Monitoring

As with student feedback, the College also collects feedback from lecturers. In addition to informal discussions and Faculty Board meetings, lecturers are provided questionnaires twice a year where they provide their views on academic standards, assessments, student progress, etc. Furthermore, the College plans to implement classroom monitoring to ensure that teaching and learning standards are being met.

Attendance & Achievement Rates

Attendance rates, achievement rates and student retention rates will all give an indication of the quality and standards of teaching and learning, as will the number and significance of complaints and appeals. Data on all these areas will be supplied to the Faculty Board and the Academic Advisory Board on a regular basis.

10. Changes made to the programme since last (re)validation

1. Credits & Hours

- a. Modules are now 5, 10, 15 or 20-credits. Modules that are 15 and 20-credits run for the entire year, 10-credit modules generally run for two terms, while 5-credit modules run for a single term.
- b. Modules involve 1.5, 2, or 3 hours per week of direct class instruction.
 - Justification: Previously, all modules were either 10 or 20-credits and either 1.5-2 hours per week or 4 hours per week of direct study. These changes to credits and hours allow us to provide students with a more manageable course load as modifying the credits/hours in this way leads to a decrease in total hours of direct and/or overall study for modules.

2. Learning Outcomes

- a. Learning outcomes for the programme have been revised. The details of the revised learning outcomes for each level have been provided in this programme specification.

3. Course Offerings & Structure:

- a. “Intellectual Foundations” has been replaced by a new module Level 4 and Level 5. The new Level 4 module is “Classical Logic” and at Level 5 “Classical Logic with The Art of Dialectic”. The credits and duration for these modules remain the same at 10-credits but will now only run for two terms (20 weeks) as opposed to the full year.
 - Justification: The general feedback from students revealed issues and concerns with “Intellectual Foundations” and whether it was effectively complimenting other modules in the programme. This was also a concern raised by the module convenor.
 - Justification: This change provides students with a more manageable course load.
- b. “Revealed Foundations” has been replaced by two new modules at each level. Level 4, 5, and 6 now have “Quranic Studies” and “Hadith Studies” as two separate modules. Each module is 15-credits and runs over 27 weeks (three terms).
 - Justification: Revealed Foundations teaches both Quran and Hadith in one module with Quran being taught by one lecturer and Hadith by another. However, these are generally seen as two different subjects in Islamic Studies, and the subject-matter of each cannot be properly covered in a single 10-credit module. Thus, it is appropriate to teach them as separate modules.
 - Justification: By increasing this module to 15-credits, students are provided additional independent student hours for these modules.
- c. “Western Philosophy 1” has been removed from the curriculum. Arabic 1 has been increased from 10-credits to 20-credits.
 - Justification: “Western Philosophy 1” largely overlaps with “Classical Logic”. Thus, it is redundant. The extra credits are being allocated to Arabic 1. This is based on feedback from lecturers and students on the need for a more solid foundation in Arabic for students.
- d. “The Global World” has been removed from Level 6. A new module on “Islamic Legal Theory” replaces it.
 - Justification: This module did not fit into the programme well as indicated by student and lecturer feedback.

- Justification: Islamic Legal Theory is an important and core discipline of the Islamic tradition that is necessary to properly understand the Islamic legal tradition.
- e. “Islamic Law” has been reduced from 30-credits to 20-credits at Level 5. The extra credits have been allocated to a new module, “Spiritual Discipline & Ethics”, which runs for two terms.
 - Justification: Islamic spirituality, or Sufism, is an important and core discipline of the Islamic tradition.
- 4. Module Content
 - a. All new modules have new content. This is detailed in the module specifications. The new modules for the programme have been listed in point 2.
 - b. Modules that will continue from the previous BA have undergone modifications in their indicative content. Some modules have remained largely the same, such as The Social Sciences, while others have undergone revisions, such as Islamic Theology and Islamic Law. Details for this can be found in the module specifications.
- 5. Assessments
 - a. A maximum assessment load has been identified for modules at each level. The aim of this is to make assessments more consistent across the programme.
 - b. The new assessment load constitutes a decrease in the total word-count per term for modules as compared to the previous programme. For example, a three-term module at Level 5 had coursework assessments of 7500 words per year, while the new programme proposes a maximum assessment load (exams and coursework) of 6000 words per year for 15 and 20-credit modules.
 - c. Assessments for each module have been reviewed in light of the new learning outcomes, feedback from students and lecturers, and the proposed assessment load.

Annexe 1: Curriculum map

Annexe 3: Notes on completing the OU programme specification template



Annexe 1 - Curriculum map

Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A4.1	A4.2	A4.3	A4.4	A4.5	A4.6	A4.7	A4.8	B4.1	B4.2	B4.3	B4.4	B4.5	B4.6	B4.7	C4.1	C4.2	C4.3	C4.4	D4.1	D4.2	D4.3	D4.4	
4	Arabic 1	✓		✓	✓	✓				✓	✓				✓	✓	✓				✓		✓		
	Islamic Theology 1	✓	✓	✓				✓		✓	✓		✓		✓		✓	✓				✓	✓	✓	
	Islamic Law 1	✓	✓	✓				✓		✓	✓		✓		✓		✓					✓	✓	✓	
	Quranic Studies 1	✓		✓	✓			✓		✓	✓				✓	✓	✓	✓				✓		✓	
	Hadith Studies 1	✓		✓	✓					✓	✓				✓	✓	✓					✓		✓	
	Classical Logic	✓		✓						✓			✓	✓	✓		✓		✓			✓	✓	✓	
	Islamic History						✓		✓	✓		✓			✓		✓	✓				✓		✓	
	The Social Sciences						✓	✓				✓	✓		✓		✓	✓				✓	✓	✓	

Level	Study module/unit	A5.1	A5.2	A5.3	A5.4	A5.5	A5.6	A5.7	B5.1	B5.2	B5.3	B5.4	B5.5	B5.6	B5.7	C5.1	C5.2	C5.3	C5.4	D5.1	D5.2	D5.3	D5.4	
5	Arabic 2	✓		✓	✓	✓			✓	✓					✓	✓				✓		✓		
	Islamic Theology 2	✓	✓	✓				✓	✓	✓		✓		✓		✓	✓				✓	✓	✓	
	Islamic Law 2	✓	✓	✓				✓	✓	✓		✓		✓		✓	✓				✓	✓	✓	
	Quranic Studies 2	✓		✓	✓				✓	✓				✓	✓	✓	✓				✓	✓	✓	
	Hadith Studies 2	✓		✓	✓				✓	✓				✓	✓	✓	✓				✓	✓	✓	
	Classical Logic (2) with The Art of Dialectic	✓		✓					✓	✓		✓	✓	✓		✓					✓	✓	✓	

Spiritual Discipline & Ethics	✓		✓				✓				✓		✓			✓	✓	✓		
The Western Philosophical Tradition						✓			✓		✓		✓	✓			✓	✓	✓	
Religion & Religions						✓			✓		✓		✓		✓		✓	✓	✓	

Level	Study module/unit	A6.1	A6.2	A6.3	A6.4	A6.5	A6.6	A6.7	B6.1	B6.2	B6.3	B6.4	B6.5	B6.6	B6.7	C6.1	C6.2	C6.3	C6.4	D6.1	D6.2	D6.3
6	Arabic 3	✓		✓	✓	✓			✓	✓					✓	✓				✓	✓	✓
	Islamic Theology 3	✓	✓	✓				✓	✓	✓		✓		✓		✓	✓			✓	✓	
	Islamic Law 3	✓	✓	✓				✓	✓	✓		✓		✓		✓	✓			✓	✓	✓
	Islamic Legal Theory	✓		✓				✓	✓	✓				✓		✓				✓	✓	
	Quranic Studies 3	✓		✓	✓				✓	✓				✓	✓	✓	✓			✓	✓	
	Hadith Studies 3	✓		✓	✓			✓	✓	✓		✓		✓	✓	✓		✓		✓	✓	✓
	Religion in Modern Society						✓	✓			✓	✓		✓		✓	✓			✓	✓	
	Independent Research Project/Dissertation	✓	✓	✓					✓	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.