

Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <https://www.qaa.ac.uk/glossary>
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. Factual information

Module title	Arabic 3		
Module tutor	Najah Nadi	Level	6
Module type	Taught	Credit value	10
Mode of delivery	Face-to-face		
Notional learning hours:	40 (2 hrs per week)/60		
Contact/Independent			

2. Rationale for the module and its links with other modules

This module consolidates and builds upon the students' command of classical Arabic acquired from the CMC pre-requisite Arabic programme (or its equivalent) as well as Arabic levels 2 and 3. It focuses on improving reading competency, both through the application of classical Arabic grammar, morphology, and rhetoric (*al-naḥw wa'l-ṣarf wa al-balāgha*) to the reading of classical texts in addition to developing appreciation of the eloquence and richness of key Arabic literary texts, in prose (*nathr*) and in poetry (*shi'r*). At the same time, through the study of a classical primer, such as the *Khaṣā'is* of Ibn Jinnī (d. 1002), it introduces students to foundational elements in classical Arabic linguistics.

Using a selection of landmark texts of classical Arabic literature, this module presents students with the opportunity to further develop knowledge and skills in an essential field of study in classical and

2. Rationale for the module and its links with other modules

contemporary Islamic Studies.

The module lays the foundation for advanced study of classical Arabic at the postgraduate level. It also serves as a complementary module to other modules, especially Quranic Studies and Hadith Studies, aimed at boosting the students' command of classical Arabic to facilitate their reading of the core primary texts in these modules. with specific composition styles employed in classical Arabic scholarly writing.

3. Aims of the module

- Further consolidate and build upon the students' existing command of classical Arabic, including vocabulary, reading and writing
- Introduce students to a representative selection of classical literary texts in order to develop their familiarity with the classical Arabic literary tradition
- Introduce and develop knowledge and understanding of basic principles and concepts in classical Arabic linguistics and intermediate principles and concepts in classical Arabic rhetoric
- Develop advanced linguistic skills relevant to the analysis and translation of classical Arabic texts
- Provide an appreciation of the importance of the study of classical Arabic literature

4. Pre-requisite modules or specified entry requirements

Arabic levels 4 and 5

5. Is the module compensatable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Demonstrate knowledge and understanding of basic principles and concepts in classical Arabic linguistics, and intermediate principles and concepts in Arabic rhetoric.</p> <p>A2: Demonstrate command of classical Arabic sufficient for the reading of select advanced classical Arabic texts</p> <p>A2: Show familiarity with the main features, themes and compositional styles of select advanced classical Arabic texts</p> <p>A4: Demonstrate command of classical Arabic sufficient enough for the writing of short composition, employing knowledge of principles and concepts in classical Arabic linguistics and rhetoric.</p>	<p>A6.1 A6.3 A6.4 A6.5</p>	<p>Primary Lectures and tutorials Directed independent study Reading of primary sources in original language as well as in translation</p> <p>Secondary Classroom discussions</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Identify and assess different possible approaches to the rhetorical and linguistic analysis of classical Arabic texts.</p> <p>B2: Use textual and linguistic analysis to solve problems of interpretation within classical Arabic texts.</p> <p>B3: Show ability to draw on acquired knowledge and understanding of</p>	<p>B6.1 B6.2 B6.7</p>	<p>Primary Lectures and tutorials Directed independent study Reading of primary sources in original language as well as in translation</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
concepts and principles of classical Arabic rhetoric and linguistics in the creative production of original compositions in the language.		Secondary Classroom discussions

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Communicate and translate intermediate and advanced ideas in Arabic using appropriate vocabulary, styles and language.</p>	C6.1	<p>Primary Lectures and tutorials Directed independent study Reading of primary sources in original language as well as in translation</p> <p>Secondary Classroom discussions</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Critically read and analyse material from a variety of intermediate and advanced classical Arabic sources.</p>	D6.1	<p>Primary Lectures and tutorials Directed independent study Reading of primary sources in original language as</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
D2: Independently plan, manage, and carry out tasks effectively within defined guidelines.	D6.3	well as in translation Secondary Classroom discussions

8. Indicative content.
<p>a) Linguistic analysis and interpretation of selected classical Arabic texts through the application of basic concepts in classical Arabic rhetoric</p> <p>b) Analysis of themes and advanced compositional styles and strategies in classical Arabic literature</p> <p>c) Translation of selected classical Arabic texts</p> <p>d) Writing of short compositions in classical Arabic (no longer than 3000words)</p> <p>e) Reading of selection of classical Arabic texts in the classroom, representing different styles and genres:</p> <p>Term 1: A primer to the study of classical Arabic linguistics, such as the <i>Khaṣā'is</i> of Ibn Jinnī (d.1002).</p> <p>Term 2: A classical Arabic text or selection of texts representing application of concepts and principles of classical Arabic rhetoric and linguistics (e.g., selections from al-Jāhiz's (d. 868) <i>al-Bayān wa-l-Tibyan</i> and pre-Islamic and Islamic Arabic poetry)</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
<p>There are two types of assessments for this module: (a) Translation and (b) Exam.</p> <p>Translation will involve the translation and analysis of more advanced classical Arabic literary texts. This assignment will assess the students' critical and systematic understanding of more advanced concepts in grammar, morphology, and rhetoric. Examinations will take place at the end of the year and will assess students on their understanding of the entire module.</p>				
Assessment Task	Weighting	Week submitted	Grading	Module Learning Outcome(s) the assessment task

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

There are two types of assessments for this module: (a) Translation and (b) Exam.

Translation will involve the translation and analysis of more advanced classical Arabic literary texts. This assignment will assess the students' critical and systematic understanding of more advanced concepts in grammar, morphology, and rhetoric. Examinations will take place at the end of the year and will assess students on their understanding of the entire module.

			(Pass/ Fail/ %)	maps to										
				A1	A2	A3	A4	B1	B2	B3	C1	D1	D2	
Translation- Classical Arabic literary text with an English commentary of its literary style (1500-2000 words)	50%	End of Term 2	Must attain 40% to pass an assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Exam (2 hrs)	50%	End of Term 3		✓	✓	✓	✓	✓	✓	✓		✓		

10. Teaching staff associated with the module

Name and contact details

Najah Nadi
 E-mail: nn@cambridgemuslimcollege.ac.uk

11. Key reading list

Author	Year	Title	Publisher	Location
Several authors	1983-2000	The Cambridge History of Arabic Literature (6 vols.)	Cambridge University Press	Cambridge
Lane, Edward William	2011	An Arabic-English Lexicon, derived from the best and most copious sources	Cosimo	New York
Ibn Jinnī	1913	<i>Al-Khaṣā'is</i>	Al-Hay'a al-Miṣriyya al-‘Āmma li’l-Kitāb	Cairo

11. Key reading list				
Author	Year	Title	Publisher	Location
Abū 'Uthmān al-Jāhiz's (d. 868)	1998	<i>al-Bayān wa-l-Tibyān</i>	Al-Khānījī	
Al-Zawzanī	2002	<i>Sharḥ al-Mu'allaqāt al-sab'</i>	Dār Iḥyā' al-Turāth al-'Arabī	Beirut
Al-Murtaḍā al-Zabīdī	n.d.	<i>Tāj al-'arūs</i>	Dār al-Hidāya	
Ibn Manzūr	1994	<i>Lisān al-'arab</i>	Dār Ṣādir	Beirut
Muṣṭafā al-Ghalayīnī	1994	<i>Jamī' al-durūs al-'arabiyya</i>	Al-Maktaba al-'aṣriyya	Beirut
'Abd al-Ghanī Daqar	1986	<i>Mu'jam al-naḥw</i>	Mu'assasat al-risāla	Beirut

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Module credits, learning outcomes, indicative content, assessments.	This module is now a 10-credit module running for two terms. The learning outcomes have been rewritten to align with the new programme learning outcomes. Indicative content and assessments have been revised.	

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1. Factual information

Module title	Hadith Studies 3		
Module tutor	Wim Van Ael/ Mariam Sheibani	Level	6
Module type	Taught	Credit value	15
Mode of delivery	Face-to-face		
Notional learning hours	54 (2hrs/week)/96		

2. Rationale for the module and its links with other modules

Building on the foundations laid down in Hadith Studies 1, and the further exploration of hadith texts and methods in Hadith Studies 2, this module completes this programme pathway by examining the application of hadith methods in-depth and introducing students to critical debates in contemporary hadith studies. This level 6 course will (a) familiarize students with contemporary approaches and discourses on hadith in the academy, including questions of historicity and hermeneutics, (b) develop students' critical understanding of the content of hadith through the study of select chapters from canonical hadith collections, including selections from major commentaries on these collections, (c) Familiarize students with the approach and methods of select authors of the canonical hadith collections, such as al-Bukhārī, Abū Dāwūd, etc and (d) develop students' detailed understanding of the classical science of hadith classification, sourcing, and narrator-criticism by training them in the application of the principles and methods of these sciences to well-known cases.

2. Rationale for the module and its links with other modules

This module presents students with the opportunity to deepen their knowledge and skills in a central field of study in classical and contemporary Islamic Studies. The module concludes the study of hadith in the programme. The critical study of hadith and its assessment, including Western academic approaches to these, as well as the practical application of hadith methods, is a central aspect of the classical and contemporary scholarly tradition, and therefore, complements the study of various Islamic disciplines.

3. Aims of the module

- Familiarize students with contemporary academic debates in the field of hadith
- Develop students' critical understanding of the classical sciences of hadith classification, sourcing (*takebrīj*) and narrator criticism (*al-jarḥ wa'l-ta'dīl*) through practical exercises and case-studies
- Provide students with a detailed and critical understanding of the stylistic and linguistic features of hadith through select readings from the canonical hadith texts and their commentaries
- Develop students' critical reading, hermeneutical and analytical skills relevant to the exegesis, analysis and translation of hadith through select readings from the canonical hadith texts and their commentaries

4. Pre-requisite modules or specified entry requirements

Hadith Studies 2

5. Is the module compensatable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Demonstrate detailed knowledge and systematic, critical understanding of key concepts, principles and methods in a variety of hadith sciences, including contemporary approaches and debates.</p> <p>A2: Demonstrate detailed knowledge and systematic, critical understanding of the contents and terminology of a variety of hadith texts, including the meanings, interpretations, and linguistic features of hadith.</p>	<p>A6.1 A6.3 A6.4 A6.7</p>	<p>Primary Lectures and tutorials Directed independent study Reading of primary sources</p> <p>Secondary Guest lectures</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Systematically and critically analyse the meanings and interpretations of complex hadith using a range of principles of the Arabic language,</p> <p>B2: Systematically and critically analyse concepts, principles, and methods underlying the various sciences of hadith.</p> <p>B3: Answer questions of varying complexity regarding hadith by collecting and synthesizing information from relevant sources using well-established frameworks and methods.</p>	<p>B6.1 B6.2 B6.4 B6.6 B6.7</p>	<p>Primary Lectures and tutorials Directed independent study Reading of primary sources</p> <p>Secondary Group discussions Guest lectures</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Critically communicate the meanings of hadith, as well as key concepts, principles, and methods underlying it, in a sound and coherent manner, in writing and/or orally.</p> <p>C2: Carry out research in hadith as part of a team using a variety of sources, such as commentaries, including the ability to do basic <i>takbrīj</i> and map out chains of transmission.</p>	<p>C6.1 C6.3</p>	<p>Primary Lectures and tutorials Directed independent study Reading of primary sources in original language as well as in translation</p> <p>Secondary Student presentations Guest lectures</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Understand and critically analyse information found in different genres of hadith, engaging different ideas and viewpoints regarding the hadith sciences in a fair and balanced manner.</p> <p>D2: Independently plan, manage, and carry out complex tasks effectively within general guidelines.</p>	<p>D6.1 D6.2 D6.3</p>	<p>Primary Lectures and tutorials Directed independent study Reading of primary sources in original language as well as in translation</p> <p>Secondary Student presentations Guest lectures</p>

8. Indicative content.

8. Indicative content.

Term One & Two

- Readings of select chapters from the canonical collections, including their major commentaries (chapters selected should relate to themes covered in the Level 6 Theology, Law, and Quranic Studies modules) – Detailed analysis of the chains of narration (*isnād*) - Student application of previously defined methods of hadith classification, sourcing, and narrator-criticism to select hadith – Introduction to the unique approach and method of the authors of the canonical collections (e.g., reading the *Risāla* of Abū Dāwūd and/or selections from *al-ʿUlal* of al-Tirmidhī)

The choice of which canonical collections will be read is left to the discretion of the module lecturer.

Term Three

- Critical debates on the authenticity of hadith (Schacht, Juynboll, Motzky, Azami, Sezgin etc.)

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: There are two assessments for this module: (a) Source analysis and (b) Essay.

A source analysis will assess the ability of a student to translate, explain, analyse and interpret a text(s) or piece(s) of information. For this module, the source analysis will be conducted as a group project (3-4 students per group). The source selected should be one or more hadith. The source analysis should require students to gather information from commentaries, as well as engage the ‘chain of transmission’ of a hadith by looking up narrators, mapping chains, and presenting *takehrij* summaries from relevant texts.

The Essay will assess a student’s ability to critically and systematically engage with the contents learned in the module.

Assessment Task	Weighting	Week submitted	Grading (Pass/ Fail/ %)	Module Learning Outcome(s) the assessment task maps to									
				A1	A2	B1	B2	B3	C1	C2	D1	D2	
Source Analysis - Group Project (2000-2500 words)	50%	Middle of Term 2	Must attain 40% to pass	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Essay (2000-2500 words)	50%	Middle of Term 3		✓	✓	✓	✓	✓	✓		✓	✓	

10. Teaching staff associated with the module
Name and contact details
Wim Van Ael wva@cambridgemuslimcollege.ac.uk Mariam Sheibani ms02@cambridgemuslimcollege.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Al-Bukhārī, Muḥammad ibn Isma‘īl	2015	al-Ṣaḥīḥ, ed. Muḥammad Zuhayr	Dār al-Minhāj	Cairo, Egypt
Al-Ḥajjāj, Muslim ibn	2014	al-Ṣaḥīḥ, ed. Muḥammad Zuhayr	Dār al-Minhāj	Jedda, Saudi Arabia
Abū Dāwūd, Sulaymān ibn al-Ash‘ath	2015	Sunan Abī Dāwūd	Dār al-Ta’sīl	Cairo, Egypt
Al-Tirmidhī, Muḥammad ibn ‘Īsā	2016	Sunan al-Tirmidhī	Dār al-Ta’sīl	Cairo, Egypt
Al-Nasā’i, Aḥmad ibn Shu‘ayb	2014	Sunan al-Nasā’i, ed. Yāsir Ḥasan	al-Risāla al-Nāshirūn	Beirut, Lebanon
Ibn Ḥajar al-‘Asqalānī, ‘Alī b. Muḥammad	2013	Fath al-Bārī	al-Risāla al-‘Ālamiyya	Beirut, Lebanon
Ibn Ḥajar al-‘Asqalānī, ‘Alī b. Muḥammad	2007	Talkhīṣ al-ḥabīr	Aḍwā’ al-Salaf	Riyadh, Saudi Arabia
al-Nawawī, Yahyā b. Sharaf	202	al-Minhāj	Dār al-Minhāj al-Qawīm	Damascus, Syria
Schacht, Joseph		Origins of Muhammadan Jurisprudence	Clarendon Press	Oxford, UK
Juynboll, G.H.A.	2007	Encyclopaedia of Canonical Hadith	Brill	Leiden, Netherlands
Motzki, Harald	2010	Analysing Muslim Traditions: Studies in Legal, Exegetical, and <i>Maghāzī</i> hadith	Brill	Leiden, Netherlands

11. Key reading list				
Author	Year	Title	Publisher	Location
Al-Azami, Muhammad	1996	On Schacht's Origins of Muhammadan Jurisprudence	Islamic Texts Society	Cambridge, UK
Sezgin, Fuat	1996	Geschichte des arabischen Schrifttums	Brill	Leiden, Netherlands

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
This is a new course.	The study of hadith was offered under the module Revealed Foundations. This module studied both Quran and hadith. However, these are properly two distinct subjects, which is why two different lecturers taught the Revealed Foundations module. This module has now been split into Quranic studies and Hadith studies.	

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1. Factual information

Module title	Quranic Studies 3		
Module tutor	Muhammad Kazi	Level	6
Module type	Taught	Credit value	15
Mode of delivery	Face-to-face		
Notional learning hours	54 (2hrs/week)/96		

2. Rationale for the module and its links with other modules

This module completes the exposure of students to the discipline of Qur'anic Studies with a focus on the text of the Qur'an, the exegesis (*tafsir*) and the intellectual tools required for its study (*'ulum al-qur'an*). Students will focus on selected portions of the first ten sections (*ajza'*) of the text (suras *al-Baqara* to *al-Tamba*) and its commentary tradition, covering the theme of legal rulings, the 'hypocrites', the Scripturaries (*ahl al-kitab*) and war and peace. The following topics of *'ulum al-qur'an* will be studied in context and with reference to contemporary academic debates: abrogation, general and specific words, unequivocal and ambiguous words, and contemporary hermeneutics. By reading selections of classical exegesis in Arabic and secondary sources in English, this module presents students with the opportunity to develop advanced knowledge and skills in a central field of study in classical and contemporary Islamic Studies. The module connects with Islamic Law 3 and Hadith 3.

3. Aims of the module

- Introduce students to the themes of legal rulings, the ‘hypocrites’, the Scriptuaries (*ahl al-kitāb*) and war and peace in the first ten sections (*ajzāʾ*) of the text
- Provide students with a contextual understanding of the topics of abrogation, general and specific words, unequivocal and ambiguous words, and contemporary hermeneutics
- Develop knowledge and analytical skills relevant to the study of the Qur’an by reading selections of Arabic exegesis and secondary sources in English
- To become familiar with key questions of Qur’anic studies, enabling them to conduct further study and independent research on a selected range of well-defined topics in the field.

4. Pre-requisite modules or specified entry requirements

Quranic Studies 2

5. Is the module compensatable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Demonstrate detailed knowledge and systematic, critical understanding of the themes of legal rulings, the ‘hypocrites’, the Scripturaries (<i>ahl al-kitāb</i>) and war and peace in Qur’anic studies.</p> <p>A2: Demonstrate detailed knowledge and systematic, critical understanding of concepts and principles in Qur’anic studies.</p> <p>A3: Demonstrate detailed knowledge and systematic, critical understanding of the contents and special terminology of Qur’anic exegetical texts, including linguistic and stylistic features.</p>	<p>A6.1</p> <p>A6.3</p> <p>A6.4</p>	<p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Reading of primary sources in original language as well as in translation Guest lectures</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Identify and critically and systematically analyse key principles, concepts, and methods in relation to issues of Qur’anic studies</p> <p>B2: Provide systematic critical analysis of Qur’anic exegetical texts.</p> <p>B3: Demonstrate the ability to identify questions, apply existing answers to new questions, and formulate original answers to questions of varying complexity using well-established frameworks and methods</p>	<p>B6.1</p> <p>B6.2</p> <p>B6.6</p> <p>B6.7</p>	<p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Case studies Reading of primary sources Guest lectures</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: 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>C2: Demonstrate the ability to conduct critical and original research, including knowledge of key aspects of current research and research methodology in the study of Qur’anic studies, within general guidelines.</p>	<p>C6.1 C6.2</p>	<p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Reading of primary sources Guest lectures</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Be able to gather and provide critical and detailed analysis and evaluation of information from a variety of sources.</p>	<p>D6.1 D6.2</p>	<p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Selected case studies Reading of primary sources Guest lectures</p>

<p>8. Indicative content.</p>
<p>Weeks 1-8: Legal rulings through the first ten <i>ajzā'</i></p>

8. Indicative content.
Weeks: 9-14: Abrogation, general and specific words, unequivocal and ambiguous words through the first ten <i>ajzā'</i>
Weeks 15-20: The 'hypocrites', the Scripturaries (<i>abl al-kitāb</i>) and war and peace through the first ten <i>ajzā'</i>
Weeks 21-27: Contemporary hermeneutics through the first ten <i>ajzā'</i>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: To pass this module a student must demonstrate critical and in-depth understanding of the first ten sections of the Quranic text, including the ability to critically read, interpret, and analyse the Qur'anic text with reference to legal rulings, the concept of abrogation, the themes of war and peace, and linguistic and contemporary hermeneutics. The module lecturer will provide students with general guidelines on selecting a question or topic for their oral presentation, while the end-of-year exam will assess the entire module.

Assessment Task	Weighting	Week submitted	Grading (Pass/ Fail/ %)	Module Learning Outcome(s) the assessment task maps to										
				A1	A2	A3	B1	B2	B3	C1	C2	D1		
Oral Presentation (15-20 mins)	40%	Beginning of Term 3	Must attain 40% to pass an assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Examination (3 hours)	60%	End of Term 3		✓	✓	✓	✓	✓	✓			✓		

10. Teaching staff associated with the module
Name and contact details
Muhammad Kazi
Email: mk@cambridgemuslimcollege.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location

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Author	Year	Title	Publisher	Location
Seyyed Hussain Nasr (ed.)	2015	The Study Qur'an	Harper One	New York
Abdullah Saeed	2005	Interpreting the Qur'an: Towards a Contemporary Approach	Routledge	New York
Ramon Harvey	2018	The Qur'an and the Just Society	Edinburgh University Press	Edinburgh
Karen Bauer	2015	Gender Hierarchy in the Qur'an: Medieval Interpretations, Modern Responses	Cambridge University Press	Cambridge
Mustafa Akram Ali Shah (ed.)	2012	Tafsir: Interpreting the Qur'an, vol. 4.	Routledge	Abingdon, Oxon
M. A. S. Abdel Haleem and Mustafa Akram Ali Shah (eds.)	2020	The Oxford Handbook of Qur'anic Studies	Oxford University Press	Oxford
Michel Cuypers	2009	The Banquet: A Reading of the Fifth Sura of the Qur'an	Convivium	Miami, FL
Fakhr al-din al-Rāzī		Al-Tafsīr al-kabīr	Various	
Ibn Juzayy al-Kalbī		Al-Tashīl li-'ulūm al-tanzīl	Various	
Nāṣir al-Dīn al-Bayḍāwī, trans G. F. Haddad	2016	The Lights of Revelation and the Secrets of Interpretation, Hizb I	Beacon Books	London
Johanna Pink	2019	Muslim Qur'anic Interpretation Today: Media, Genealogies and Interpretive Communities	Equinox	Sheffield
M. A. S. Abdel Haleem	2017	Exploring the Qur'an: Context and Impact	I. B. Tauris	London

12. Other indicative text (e.g. websites)
www.al-tafsir.com

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
New module		

Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <https://www.qaa.ac.uk/glossary>
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. Factual information

Module title	Islamic Law 3		
Module tutor	Salman Younas	Level	6
Module type	Taught	Credit value	20
Mode of delivery	Face-to-face		
Notional learning hours	81 (3hrs per week)/119		

2. Rationale for the module and its links with other modules

Building on the foundations laid down in Islamic Law 1 and 2, this module completes the Islamic Law pathway through the study of criminal law, warfare, and inheritance. As in the previous modules, these topics will be explored through a focused reading of a classical primer in Ḥanafī law, such as the *Mukhtār* of ‘Abd Allāh b. Maḥmūd al-Mawṣilī (d. 683/1284). Where relevant, students will be acquainted with (a) relevant debates and contributions to the contemporary field of Islamic law and (b) key approaches, debates and challenges pertaining to the contemporary application of Islamic law in complex modern, global contexts.

This module lays the foundations for more advanced study of the subject at postgraduate level. Islamic Law 3 builds on the specific epistemological underpinnings of the Ḥanafī legal school studied in Islamic Law 1 and the practical and social considerations of Islamic legal practice

2. Rationale for the module and its links with other modules

that were studied in Islamic Law 2.

3. Aims of the module

- Provide students with detailed knowledge of criminal law, warfare, and inheritance of the Ḥanafī school of legal thought through the study of an introductory classical legal text in its original language, supplemented with select readings from commentary literature
- Provide students with a systematic and critical understanding of the concepts and principles of the discipline of Islamic law based on the classical Ḥanafī school of thought along with an appreciation of the socio-historical context of the laws studied
- Provide students with a systematic and critical understanding of the particular epistemology of Islamic law based on the classical Ḥanafī school of thought and train them to reason through problems of scriptural application, and the various interfaces between law, society and the natural world

4. Pre-requisite modules or specified entry requirements

Islamic Law 2

5. Is the module compensatable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Demonstrate systematic and critical understanding of the basic rulings, concepts and principles of Islamic law, specifically as it relates to Ḥanafī criminal law, the law of warfare, and inheritance.</p> <p>A2: Demonstrate detailed knowledge and critical understanding of Ḥanafī criminal law, the law of warfare, and inheritance and approaches to its application in a modern, global context.</p> <p>A3: Demonstrate detailed and systematic knowledge of the contents and special terminology of the core module text.</p> <p>A4: Demonstrate critical understanding of where rulings, concepts and principles are open to debate in Islamic law, specifically as it relates to Ḥanafī criminal law, the law of warfare, and inheritance.</p>	<p>A6.1</p> <p>A6.2</p> <p>A6.3</p> <p>A6.7</p>	<p>Primary</p> <p>Lectures and tutorials</p> <p>Reading of primary sources</p> <p>Directed independent study</p> <p>Secondary</p> <p>Guest lectures</p> <p>Classroom discussions</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Critically and systematically analyse and interpret the criminal law, warfare, and inheritance sections of the core module text, including essential concepts, principles, and methods.</p> <p>B2: Answer established questions of varying complexity and critically</p>	<p>B6.1</p> <p>B6.2</p> <p>B6.4</p> <p>B6.6</p>	<p>Primary</p> <p>Lectures and tutorials</p> <p>Reading of primary sources</p> <p>Directed independent study</p> <p>Case Studies</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
evaluate arguments and well-known case studies in Ḥanafī criminal law, warfare, and inheritance.		Secondary Guest lectures Classroom discussions

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Demonstrate the ability to critically and systematically communicate key ideas, principles, and concepts both orally and in writing.</p> <p>C2: Demonstrate the ability to conduct critical and original research in Islamic law.</p>	C6.1 C6.2	Primary Lectures and tutorials Classroom discussions Directed independent study Secondary Guest lectures Reading of primary sources

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Critically read and analyse a variety of sources in Islamic law, engaging</p>	D6.1	Primary Lectures and tutorials Reading of primary sources

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>different ideas and viewpoints in a balanced and fair manner.</p> <p>D2: Be able to independently plan, manage and carry out complex tasks effectively within general guidelines.</p>	<p>D6.2 D6.3</p>	<p>Directed independent study</p> <p>Secondary Guest lectures Classroom discussions</p>

8. Indicative content.
<p>Term One</p> <ul style="list-style-type: none"> ▪ <i>Kitāb al-Ḥudūd</i> ▪ <i>Kitāb al-Sariqa</i> <p>Supplement with select readings of the chapter on testimony: <i>Kitāb al-Shahādāt</i>.</p> <p>Contemporary Discussion: <i>Ḥudūd</i> in the modern world; Systems of criminal justice and penal codes.</p> <ul style="list-style-type: none"> ▪ <i>Kitāb al-Siyar</i> <p>Term Two</p> <ul style="list-style-type: none"> ▪ <i>Kitāb al-Siyar</i> <p>Supplement with select readings of chapters on slavery, e.g., <i>Kitāb al-ʿItq</i>.</p> <p>Contemporary discussion: Modern Islamic political theory; the theory of Caliphate; Jihad in the modern world; the status of modern rebellions; Slavery in Islam; Slavery in the modern world.</p> <ul style="list-style-type: none"> ▪ <i>Kitāb al-Karābiyya</i> <p>Supplement with the chapter on slaughtered-meat: <i>Kitāb al-Dhabāʾih</i>.</p> <p>Term Three</p> <p>Week 1-7:</p>

8. Indicative content.

- *Kitāb al-Waṣāya*

- *Kitāb al-Farā'id*

Contemporary Discussion: Islamic inheritance laws in the modern period; Islamic inheritance laws and practices in Britain.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: There are two types of assessments for this module: (a) Primary source analysis and (b) Research Project

Primary source analysis is intended assess students' ability to understand and critically engage the module text. For this module, students will deliver an oral presentation based on a select paragraph(s) from the module text. Source analysis of 15-20 minutes should allow a moderately detailed engagement with the text (e.g., difference of opinion, methods, evidence, etc.) and some use of commentary/*fatwā* literature. Students will be tasked with defining a clear question or topic of inquiry from the text they have selected. The module lecturer is advised to provide students with clear instructions regarding how to go about with this task, including potential formats and the questions and issues they should aim to address.

The Research Project is a substantial piece of writing. It is intended to be a critical engagement with multiple primary sources, which students have been taught to access and navigate in Islamic Law 2. The topic of the Research Project should be determined by the student in consultation with the module convenor by the end of Term 2. It may relate to a contemporary or classical debate/issue.

Assessment Task	Weighting	Week submitted	Grading (Pass/Fail/ %)	Module Learning Outcome(s) the assessment task maps to									
				A1	A2	A3	A4	B1	B2	C1	C2	D1	D2
Oral Presentation – Source Analysis (15-20 mins)	30%	Middle of Term 2	Must attain 40% to pass an assessment	✓		✓	✓	✓		✓		✓	✓
Research Project (3000-3500 words)	70%	End of Term 3		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

10. Teaching staff associated with the module

Name and contact details
Dr. Salman Younas sy@cambridgemuslimcollege.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Abou El Fadl, Khaled	2001	Rebellion & Violence in Islamic Law	Cambridge University Press	Cambridge, UK
Brown, Johnathan	2019	Slavery & Islam	Oneworld	Oxford, UK
Al-Būṭī, Ramaḍān	2020	al-Jihād fī'l-Islām	Dār al-Fīkr	Beirut, Lebanon
Cook, Michael	2010	Commanding Right and Forbidding Wrong in Islamic Thought	Cambridge University Press	Cambridge, UK
Esposito, John & Shahin, Emad al-Din ed.	2013	The Oxford Handbook of Islam and Politics	Oxford University Press	Oxford, UK
Freamon, Bernard K.	2019	Possessed by the Right Hand: The Problem of Slavery in Islamic Law and Muslim Cultures	Brill	Leiden, Netherlands
Gleave, Robert	2015	Violence in Islamic Thought from the Qur'an to the Mongols	Edinburgh University Press	Edinburgh, UK
Ibn al-Qayyim, Muḥammad b. Abī Bakr	1997	Aḥkām ahl al-dhimma	Ramādī lil-Nashr	Dammam, Saudi Arabia
Ibn Qudāma, 'Abd Allāh b. Aḥmad	1986	al-Mughnī	Dār 'Alam al-Kutub	Riyadh, Saudi Arabia
Kamali, Mohammad Hashim	2019	Crime and Punishment in Islamic Law: A Fresh Perspective	Oxford University Press	Oxford, UK
al-Kāsānī, Abū Bakr	1986	al-Badā'i' wa'l-Ṣanā'i'	Dār al-Kutub al-'Ilmiyya	Beirut, Lebanon
Khadduri, Majid	1966	The Islamic Law of Nations	Johns Hopkins Press	Baltimore, USA

11. Key reading list				
Author	Year	Title	Publisher	Location
al-Mawṣilī, ‘Abd Allāh b. Maḥmūd b. Mawdūd	2009	al-Ikhtiyār li-ta‘līl al-Mukhtār	Mu’assasat al-Risāla	Beirut, Lebanon
al-Maydānī, ‘Abd al-Ghanī	2014	al-Lubāb fī sharḥ al-kitāb	Dār al-Bashā’ir	Beirut, Lebanon
Peters, Rudolph	1980	Islam and Colonialism: The Doctrine of Jihad in Modern History	De Gruyter	Berlin, Germany
Peters, Rudolph	2006	Crime and Punishment in Islamic Law: Theory and Practice from the Sixteenth to the Twenty-First Century	Cambridge University Press	Cambridge, UK
al-Qaraḍāwī, Yūsuf	2009	Fiqh al-Jihād	Maktaba Wahba	Cairo, Egypt
Rosen, Lawrence	2000	The Justice of Islam: Comparative Perspectives on Islamic Law and Society	Oxford University Press	Oxford, UK
al-Sarakhsī, Muḥammad b. Aḥmad	1971-72	Sharḥ al-Siyar al-kabīr	Ma‘had al-Makḥtūtāt	Cairo, Egypt

12. Other indicative text (e.g. websites)	

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Assessments & indicative content	The indicative content has been reduced. Assessments have been modified and reduced.	

Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
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4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <https://www.qaa.ac.uk/glossary>
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. Factual information

Module title	Islamic Theology 3		
Module tutor	Ramon Harvey	Level	6
Module type	Taught	Credit value	20
Mode of delivery	Face-to-face		
Notional learning hours	81 (3hrs per week)/119		

2. Rationale for the module and its links with other modules

This module continues to build on the foundations in Islamic creed (*'aqida*) laid down in Islamic Theology 1 and study of the classical *kalām* tradition in Theology 2 by rounding out students' exposure to key themes of Islamic theology. In particular, students will shift from studying epistemological and metaphysical foundations and the nature of God, to explore questions of theological anthropology and their contemporary ramifications through the Ash'arī/Māturīdī *kalām* tradition in comparison with other theological and philosophical schools. Students will cover the topics of prophecy, human action, faith and sin, eschatology, political theology and the world of the unseen, all of which are characteristically dealt with by works of Islamic theology.

Working from a classical Arabic *kalām* manual, together with secondary sources in English on classical and contemporary theology, this module presents students with the opportunity to further develop knowledge and skills in a central field of Islamic thought. The module has links with

2. Rationale for the module and its links with other modules

Hadith Studies and Islamic Law 3 (level 6).

3. Aims of the module

- To understand the arguments and evidence (rational and scriptural) used by Muslim scholars to clarify and justify the core doctrines of Islamic belief and to thereby consolidate the ability to think like an Islamic theologian (*mutakallim*).
- To learn the skills to be able to access classical manuals of *kalām* in Arabic and to appreciate the context of the debates found therein.
- To gain an understanding of the diversity and development of the *kalām* tradition, and the possibilities for engaging in renewed Islamic theology today.
- To become familiar with key questions of theological anthropology in classical Islamic thought, enabling them to conduct further study and independent research on a selected range of well-defined topics in the field.

4. Pre-requisite modules or specified entry requirements

Islamic Theology 2.

5. Is the module compensatable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Demonstrate detailed knowledge and systematic, critical understanding of the theme of theological anthropology in classical and contemporary Islamic theology, as represented by key figures and major schools of thought</p> <p>A2: Demonstrate detailed knowledge and systematic, critical understanding of concepts and principles in Islamic theology, including key approaches to its contemporary application.</p> <p>A3: Demonstrate detailed knowledge and systematic, critical understanding of the contents and special terminology of the selected Arabic manual of Islamic theology.</p>	<p>A6.1</p> <p>A6.2</p> <p>A6.3</p> <p>A6.7</p>	<p>Primary</p> <p>Lectures and tutorials</p> <p>Directed independent study</p> <p>Reading of primary sources</p> <p>Secondary</p> <p>Guest lectures</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Identify and critically and systematically analyse key principles, concepts, and methods in relation to issues of theological anthropology in classical and contemporary Islamic theology</p> <p>B2: Provide systematic critical analysis of a classical Arabic <i>kalām</i> manual.</p> <p>B3: Demonstrate the ability answer established questions and evaluate arguments of varying complexity, reflecting independent and original</p>	<p>B6.1</p> <p>B6.2</p> <p>B6.4</p> <p>B6.6</p>	<p>Primary</p> <p>Lectures and tutorials</p> <p>Directed independent study</p> <p>Reading of primary sources</p> <p>Secondary</p> <p>Case studies</p> <p>Guest lectures</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
judgment.		

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: 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>C2: Demonstrate the ability to conduct critical and original research, including knowledge of key aspects of current research and research methodology in the study of Islamic theology, within general guidelines.</p>	C6.1 C6.2	<p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Reading of primary sources Guest lectures</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Be able to gather and provide critical and detailed analysis and evaluation of information from a variety of sources, reflecting independent and original judgment and engaging with different ideas and viewpoints in a balanced and fair manner.</p>	D6.1 D6.2	<p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Selected case studies Reading of primary sources</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		Guest lectures

8. Indicative content.
<p>Week 1-2: Classical and modern debates on prophecy Week 3-8: Classical and modern debates on human and divine action Week 9-14: Classical and modern debates on faith and sin Week 15-18: Classical and modern debates on eschatology Week 19-22: Classical and modern debates on political theology Week 23-27: Classical and modern debates on the world of the unseen and miscellaneous theological questions</p> <p>Alongside:</p> <p>Weeks 1 – 27: Study of the theological anthropology (prophecy, divine and human action, faith and sin, eschatology, political theology and world of the unseen and miscellaneous) sections of a Sunnī <i>kalām</i> manual.</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
<p>Assessment Strategy:</p> <p>Essays are intended to build a student’s critical writing and research skills, including writing in a structured and coherent manner according to academic standards and engaging critically and systematically the discipline of <i>‘ilm al-kalām</i>. Essay questions will be assigned by the module lecturer and will require students to engage in critical and original analysis of theological issues covered in the lectures, core module text, relevant secondary literature.</p> <p>The end-of-year exam will test the students’ knowledge of the entire module, including the ability to critically read and analyse the core module text, theological arguments and concepts, and wider debates in the field of theology.</p>				
Assessment Task	Weighting	Week submitted	Grading (Pass/ Fail/ %)	Module Learning Outcome(s) the assessment task maps to

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes													
Assessment Strategy:													
Essays are intended to build a student's critical writing and research skills, including writing in a structured and coherent manner according to academic standards and engaging critically and systematically the discipline of <i>'ilm al-kalām</i> . Essay questions will be assigned by the module lecturer and will require students to engage in critical and original analysis of theological issues covered in the lectures, core module text, relevant secondary literature.													
The end-of-year exam will test the students' knowledge of the entire module, including the ability to critically read and analyse the core module text, theological arguments and concepts, and wider debates in the field of theology.													
				A1	A2	A3	B1	B2	B3	C1	C2	D1	
Essay: 2500-3000 words	50%	Beginning of Term 3	Must attain 40% to pass an assessment	✓	✓		✓		✓	✓	✓	✓	
Examination (3 hours)	50%	End of Term 3		✓	✓	✓	✓	✓	✓	✓			

10. Teaching staff associated with the module
Name and contact details
Dr Ramon Harvey
Email: rh@cambridgemuslimcollege.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Abū al-Ḥāmid al-Ghazālī	2016	<i>Al-Iqtīṣād fī-l-ʿiṭiqād</i>	Dār al-Minhāj	Jeddah
Abū al-Ḥāmid al-Ghazālī Aladdin M. Yaqub (Trans.)	2013	<i>Moderation in Belief (Al-Iqtīṣād fī-l-ʿiṭiqād)</i>	The University of Chicago Press	Chicago
Josef van Ess	2016	<i>Theology and Society in the</i>	Brill	Leiden

11. Key reading list				
Author	Year	Title	Publisher	Location
John O’Kane (Trans.)		<i>Second and Third Century of the Hijra, Vol. 1</i>		
Abū al-Yusr al-Bazdawī		<i>Usūl al-dīn</i>		
Abū Ma’ālī al-Juwaynī		<i>Al-Irshād li-qawati’ al-adilla fi usul al-dīn</i>		
Frank Griffel	2009	<i>Al-Ghazālī’s Philosophical Theology</i>	Oxford University Press	Oxford
Özgür Koca	2020	<i>Islam, Causality, and Freedom: From the Medieval to the Modern Era</i>	Cambridge University Press	Cambridge
Christian Lange	2015	<i>Paradise and Hell in Islamic Traditions</i>	Cambridge University Press	Cambridge
Sabine Schmidtke (Ed.)	2016	<i>The Oxford Handbook of Islamic Theology</i>	Oxford University Press	
Khaled el-Rouayheb & Sabine Schmidtke (Eds.)	2016	<i>The Oxford Handbook of Islamic Philosophy</i>	Oxford University Press	
Massimo Campanini and Marco Di Donato (eds.)	2021	<i>Islamic Political Theology</i>	Lexington Books	London
Toshihiko Izutsu	1965	<i>The Concept of Belief in Islamic Theology: A Semantic Analysis of Iman and Islam</i>	Keio Institute of Cultural and Linguistic Studies	Keio
Fazlur Rahman	2008	<i>Prophecy In Islam: Philosophy and Orthodoxy</i>	Routledge	London
Nūr al-Dīn al-Şābūnī Faraz Khan (trans.)	2020	<i>An Introduction to Islamic Theology</i>	Zaytuna College	
Safaruk Chowdhury	2021	<i>Islamic Theology and the Problem of Evil</i>	The American University in Cairo Press	Cairo

12. Other indicative text (e.g. websites)				

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Rationale, Aims and Indicative Content	The focus will be on a comprehensive study of classical and modern approaches to theological anthropology (prophecy, divine and human action, faith and sin, eschatology, political theology and world of the unseen and miscellaneous), including full study of these sections from an Arabic Sunnī <i>kalām</i> manual.	

Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <https://www.qaa.ac.uk/glossary>
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. Factual information			
Module title	Islamic Legal Theory		
Module tutor	Talal Al Azem	Level	6
Module type	Taught	Credit value	10
Mode of delivery	Face-to-face		
Notional learning hours: Contact/Independent learning	30 (1.5 hours per week)/70		

2. Rationale for the module and its links with other modules

Building on the foundations laid down in Arabic and Islamic Law, this module develops further students' knowledge and understanding of Islamic law by introducing them to the discipline of Islamic legal theory (*uṣūl al-fiqh*). This module will explore the theoretical and epistemological foundations of the law, based on the classical Ḥanafī school of thought, through the study of a primer on the subject. It will also provide an introduction to the historical development of legal theory.

Islamic law is arguably the central discipline in the Islamic scholarly tradition, and a detailed understanding of the theory and epistemology underpinning the law is essential for a critical and systematic understanding of it. The study of legal theory will provide students with knowledge of

2. Rationale for the module and its links with other modules

the methods, principles and tools that have been, and continue to be, utilized to analyse the law, understand the way the law was derived and defended, and discover original lines of thinking.

3. Aims of the module

- Provide students with detailed knowledge of the discipline of legal theory (*uṣūl al-fiqh*) based on the Ḥanafī school of legal thought through the study of an introductory classical text on legal theory in its original language
- Develop students' critical understanding of the law by training them to reason through problems of scriptural interpretation and application, with a focus on linguistic hermeneutics, theories of *sunna* and consensus, and analogy
- Introduce students to the history and development of the discipline of legal theory

4. Pre-requisite modules or specified entry requirements

Islamic Law 2

5. Is the module compensatable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Demonstrate detailed knowledge and critical understanding of the theory and epistemology of Islamic law, including its historical development and areas of debate.</p> <p>A2: Demonstrate detailed knowledge and critical understanding of the contents and special terminology of the core module text</p>	<p>A6.1 A6.3 A6.7</p>	<p>Primary Lectures and tutorials Reading of primary sources Directed independent study</p> <p>Secondary Guest lectures Classroom discussions</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Identify and critically analyse essential concepts, principles, and methods in legal theory.</p> <p>B2: Critically read and interpret key texts in the core disciplines of the scholarly Islamic tradition</p> <p>B3: Utilize legal theory to analyse primary texts, legal arguments and well-known case studies in Islamic law.</p>	<p>B6.1 B6.2 B6.6</p>	<p>Primary Lectures and tutorials Reading of primary sources Directed independent study</p> <p>Secondary Guest lectures Classroom discussions</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Critically communicate key ideas, principles, and methods in legal theory in a structured and coherent manner to an intended audience.</p>	C6.1	<p>Primary Lectures and tutorials Classroom discussions Directed independent study</p> <p>Secondary Guest lectures Reading of primary sources</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Read and analyse primary and secondary sources in legal theory, engaging different ideas and viewpoints regarding the history, function, and application of legal theory.</p> <p>D2: Independently plan, manage and carry out tasks effectively within defined guidelines</p>	D6.1 D6.2	<p>Primary Lectures and tutorials Reading of primary sources Directed independent study</p> <p>Secondary Guest lectures Reading of primary sources</p>

8. Indicative content.
<p>Term One</p> <p>Part 1: Early Islamic legal theory – the role of al-Shāfi‘ī – legal theory after al-Shāfi‘ī – legal theory in its classical form: sources of law, typology and</p>

8. Indicative content.

content, and select major works – introduction to Ḥanafī legal theory

Part 2: Reading and analysis of a basic text in Ḥanafī legal theory, such as *Mukthaṣar al-Manār*.

Term Two

Reading and analysis of a basic text in Ḥanafī legal theory, such as *Mukthaṣar al-Manār*.

Term Three

Reading and analysis of a basic text in Ḥanafī legal theory, such as *Mukthaṣar al-Manār*.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: There are two types of assessments for this module: (a) Source analysis and (b) Exam.

A Source Analysis is intended to a substantial piece of writing that involves critically explaining, analysing, and interpreting a text(s), argument(s), or piece(s) of information. Exams will test the students' knowledge of the entire module. This includes understanding of and ability to critically analyse rulings, definitions, terminology, concepts and principles covered during their reading of the module text. The exam will test the content of the entire module.

Assessment Task	Weighting	Week submitted	Grading (Pass/ Fail/ %)	Module Learning Outcome(s) the assessment task maps to									
				A1	A2	B1	B2	B3	B4	C1	D1	D2	
Source Analysis (2000-2500 words)	50%	End of Term 2	Must attain 40 percent to pass an assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Exam (2 hours)	50%	End of Term 3		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

10. Teaching staff associated with the module

Name and contact details
Talal Al Azem taa@cambridgemuslimcollege.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Ibn Ḥabīb al-Ḥalabī, Zayn al-Dīn	2020	Mukhtaṣar al-Manār	Dār al-Nūr	Amman, Jordan
As ‘adi, ‘Ubayd Allah	1990	Al-Mujaz	Dār al-Salām	Cairo, Egypt
Ali, Mansur	2017	Usul ash-Shashi: Principles of Islamic Jurisprudence	Turath Publishing	London, UK
Bedir, Murteza	2002	“An Early Reponse to al-Shāfi‘ī: ‘Īsā b. Abān on the Prophetic Report” in IL&S.	Brill	Leiden, Netherlands
El Shamsy, Ahmed	2013	The Canonization of Islamic Law	Cambridge University Press	Cambridge, UK
Hallaq, Wael	1999	A History of Islamic Legal Theories	Cambridge University Press	Cambridge, UK
Lowry, Joseph E.	2007	Early Islamic Legal Theory: The Risāla of Muḥammad ibn Idrīs al-Shāfi‘ī	Brill	Leiden, Netherlands
Schacht, Joseph	1950	Origins of Muhammadan Jurisprudence	Clarendon Press	Oxford, UK
Soufi, Youcef	2016	“The Historiography of Sunni <i>Usul al-Fiqh</i> ” in The Oxford Handbook of Islamic Law	Oxford University Press	Oxford, UK
Weiss, Bernard G. (editions)	2002	Studies in Islamic Legal Theory	Brill	Leiden, Netherlands
Weiss, Bernard G.	1998	The Spirit of Islamic Law	University of Georgia Press	Athens, GA., USA

11. Key reading list				
Author	Year	Title	Publisher	Location
Vishanoff, David	2011	The Formation of Islamic Hermeneutics	American Oriental Society	New Haven, Conn., USA
Zysow, Aron	2013	The Economy of Certainty: An Introduction to the Typology of Islamic Legal Theory	Lockwood Press	Atlanta, GA, USA

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
This is a new course.		

Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <https://www.qaa.ac.uk/glossary>
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. Factual information			
Module title	Religion in Modern Society		
Module tutor	Amin El-Yousfi	Level	6
Module type	Taught	Credit value	10
Mode of delivery	Face-to-face		
Notional learning hours: Contact/Independent learning	30 (1.5 hours per week)/70		

2. Rationale for the module and its links with other modules

This module broadens the theoretical and the empirical scope of examining the nature of religious practice in modern society. It discusses religion and religious practice as well as the various historical conditions that impact it within the modern society, such as secularism, capitalism, neoliberalism, scientism and racism. How has the modern world affected religion and religious practice? How has religious practice changed at the level of the individual and also at the level of the institution and the nation-state? How has it affected notions of gender, race, and ethnicity? The module will therefore cover the changing nature of the individual, the transformations in religious practice and observance as well as the relationship between the state and religious authority.

2. Rationale for the module and its links with other modules

The insights drawn from Year 1 and Year 2 will enable students to engage confidently with this module's content which not only focuses on the conceptualisations of the 'religious' and the 'modern', but also on 'secularisation' as a sociological process embodied by the modern subject in modern society. This module represents a final platform in which third year students will attempt to relate practically the classical Islamic studies disciplines, as well as other modules, such as Introduction to Western Philosophy, to the pressing sociological and societal questions of modern life.

3. Aims of the module

- Develop students' detailed knowledge and complex understanding of key changes and developments in religious practice in modern society.
- Help students to connect the Islamic studies core subjects with various modules studied so far by observing religious practice in modern society.
- Develop the students' ability to critically understand and systematically assess selected issues and topics in the study of secularisation and religious practice.
- Develop knowledge and analytical skills relevant to the advanced study of religion in modern society.
- Familiarise students with selected key questions and issues in contemporary academic research in religion (particularly Islam) and modern society, enabling them to conduct further study and independent research in the area with awareness of recent developments, limitations and ambiguities in the field.

4. Pre-requisite modules or specified entry requirements

Level 5

5. Is the module compensatable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Demonstrate detailed knowledge and systematic understanding of the changing nature of religious practice in selected topics</p> <p>A2: Show a critical awareness and understanding of the secularisation process and its various historical conditions such as secularism, capitalism and neoliberalism.</p>	<p>A6.6 A6.7</p>	<p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Reading of primary sources in original language as well as in translation Guest lectures</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Provide critical analysis, comparison and assessment of different approaches and viewpoints in the study of religious practice in the modern society</p> <p>B2: Connect the various extracted empirical questions to the core Islamic studies fields.</p>	<p>B6.3 B6.4 B6.6</p>	<p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Case studies Reading of primary sources Guest lectures</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Communicate advanced ideas and concepts effectively according to established academic standards</p> <p>C2: Conduct independent research on complex issues of religious change and practice in the modern society</p>	<p>C6.1 C6.2</p>	<p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Case studies Reading of primary sources Guest lectures</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Provide critical and detailed analysis and evaluation of information from a variety of sources, engaging with different ideas and viewpoints in a balanced and fair manner.</p>	<p>D6.1 D6.2</p>	<p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Case studies Reading of primary sources Guest lectures</p>

8. Indicative content.
<p>Term 1: Modern society</p> <p>Week 1: Defining modern society Week 2: Secularism, secularisation and the secular I Week 3: Secularism, secularisation and the secular II</p>

8. Indicative content.

Week 4: Capitalism, Bureaucracy and bureaucratisation
 Week 5: Neoliberalism and neoliberal agency
 Week 6: State and liberal values
 Week 7: Questioning Religion
 Week 8: Tradition between rupture and continuity
 Week 9: Community and *jama'at*
 Week 10: Religious movements

Term 2: Religious practice

Week 10: Individualisation and religious authority
 Week 11: Religious education
 Week 12: Marriage and family
 Week 13: Religious practice and Technology
 Week 14: The Ethical/Everyday dichotomy
 Week 15: Subject, Self and *nafs*
 Week 16: Culture and *'urf*
 Week 17: Race, Racism and Ethnicity
 Week 18: Gender and Feminism
 Week 19: The trusteeship paradigm
 Week 20: Muslim agency, God's agency

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: To pass this module a student must demonstrate critical understanding of the nature of religious practice in modern society, especially as it relates to conceptualisations of the 'religious', the 'modern', and 'secularisation' as a sociological process.

Assessment Task	Weighting	Week submitted	Grading (Pass/ Fail/ %)	Module Learning Outcome(s) the assessment task maps to							
				A1	A2	B1	B2	C1	C2	D1	

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes												
Oral Presentation (10-15 mins)	30%	Beginning of Term 2	Must attain 40% to pass an assessment	✓	✓	✓	✓	✓				
Essay (2000-2500 words)	70%	End of Term 2		✓	✓	✓	✓	✓	✓	✓		

10. Teaching staff associated with the module
Name and contact details
Dr Amin El-Yousfi ae@cambridgemuslimcollege.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
S. N. Al-Attas	1993[1978]	Islām and Secularism	ISTAC	Kuala Lumpur
S. Amir-Moazzami	2018	Recognition and its Traps in Liberal Secular Conditions: The Case of Muslims in Europe	Brill	Leiden
T. Asad	2003	Formations of the Secular: Christianity, Islam, Modernity	Stanford University Press	Satndford, California
R. Audi	2000	Religious Commitment and Secular Reason	Cambridge University Press	Cambridge
Z. Bauman	2006	Liquid Fear	Polity Press	Cambridge
P. Berger	1999	The Desecularization of the World : Resurgent Religion and World Politics	Ethics and Public Policy Center	Washington, D.C.
C. Brown	2001	The Death of Christian Britain: Understanding Secularisation 1800-2000	Routledge	London

11. Key reading list				
Author	Year	Title	Publisher	Location
J. Casanova	2006	Religion, European secular identities, and European integration	Cambridge University Press	Cambridge
J. Cesari	2010	Muslims in the West After 9/11: Religion, Law and Politics	Routledge	Abington
M. Chaves	1994	Secularization as Declining Religious Authority	Social Forces	
A El-Messiri	2002	al-'almāniya al-juz'iya wa al-'almāniya ash-shāmila	Dār ash-shuruq	Cairo
W. Hallaq	2019	Reforming Modernity: Ethics and the New Human in the Philosophy of Abdurrahman Taha	Columbia University Press	New York
S. Mahmood	2016	Religious Difference in a Secular Age: A Minority Report	Princeton University Press	Princeton
N. Meer	2013	Racialization and religion: race, culture and difference in the study of antisemitism and Islamophobia	Ethnic and Racial Studies	
O. Roy	2013	Holy Ignorance	Oxford University Press	Oxford
J. Scott	2007	The Politics of the Veil	Princeton University Press	Princeton
C. Taylor	2007	Secular Age	Harvard University Press	Cambridge, Mass.

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

<p>Indicative content, learning outcomes and assessments.</p>	<p>This module is now 10 credits. Learning outcomes have been modified to align with the new programme outcomes. Assessments have also been modified.</p>	
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Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <https://www.qaa.ac.uk/glossary>
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. Factual information

Module title	Independent Research Project/Dissertation		
Module tutor	TBC	Level	6
Module type	Research	Credit value	20
Mode of delivery	N/A		
Notional learning hours	200 hours		

2. Rationale for the module and its links with other modules

This module provides students with the opportunity to engage in an independent research project on a topic of their choice. The research project will allow them to demonstrate their accumulated knowledge and skills in the classical Islamic disciplines and other contemporary intellectual disciplines. The expected length of the research project is 8,000 words, and it should focus on any area (or number of interrelated areas) of Islamic Studies, including its contemporary understanding or application, and draw on both primary sources in classical Arabic and secondary sources in English. Students will receive support in the form of regular supervision and lectures on general research skills and methodology. Further, they will be given the opportunity to present their research to an audience of peers and College teaching staff.

This module builds on the accumulated knowledge, cognitive and research skills acquired from all previous modules at Level 4 and Level 5. As the sole module in the programme specifically focused

2. Rationale for the module and its links with other modules

on independent research, it provides students with the opportunity to develop their research abilities for further study at postgraduate level.

3. Aims of the module

- Develop students' critical knowledge and understanding of a chosen field of Islamic Studies
- Provide students with an opportunity to develop, refine and demonstrate their research and communication skills
- Familiarise students with key aspects of research methodology, including the effective use of resources and time management

4. Pre-requisite modules or specified entry requirements

Completion of Level 5

5. Is the module compensatable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Demonstrate detailed knowledge and systematic, critical understanding of a chosen topic of Islamic Studies, including its interrelationship with other disciplines and contemporary understanding/application.</p> <p>A2: Demonstrate detailed knowledge and systematic, critical understanding of key texts in a chosen topic of Islamic Studies.</p>	<p>A6.1</p> <p>A6.2</p> <p>A6.3</p>	<p>Primary Directed independent study Presentations of research</p> <p>Secondary Lectures and tutorials on research skills and methodology Independent Research Project workshops Peer review</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Identify and critically and systematically analyse key concepts, principles, and methods, as well as develop and assess new ones in a chosen topic of Islamic Studies.</p> <p>B2: Provide critical and systematic analysis of primary sources in classical Arabic which are relevant to the research topic.</p> <p>B3: Develop and sustain an independent and original argument that is supported by significant evidence, including evaluating complex information and answering complex questions using well-established methods.</p>	<p>B6.1</p> <p>B6.2</p> <p>B6.4</p> <p>B6.5</p> <p>B6.6</p>	<p>Primary Directed independent study Presentations of research</p> <p>Secondary Lectures and tutorials on research skills and methodology Independent Research Project workshops Peer review</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Critically communicate research in a chosen topic of Islamic Studies in a structured and coherent manner according to established academic standards.</p> <p>C2: Conduct critical and original research in a chosen topic of Islamic Studies, demonstrating knowledge of key aspects of current research and research methodology in the study of Islam.</p>	<p>C6.1 C6.2</p>	<p>Primary Directed independent study Presentations of research</p> <p>Secondary Lectures and tutorials on research skills and methodology Independent Research Project workshops Peer review</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Provide critical and detailed analysis and evaluation of information from a variety of sources, reflecting independent and original judgment.</p> <p>D2: Demonstrate the ability to critically engage with different ideas in a balanced and fair manner, with self-awareness about one's own commitments as well as the limitations in the field of knowledge.</p> <p>D3: 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>D6.1 D6.2 D6.3</p>	<p>Primary Directed independent study Presentations of research</p> <p>Secondary Lectures and tutorials on research skills and methodology Independent Research Project workshops Peer review</p>

8. Indicative content.

8. Indicative content.

Term 1

- Students should choose their topic by the end of the second week of Term 1.
- Two seminars on research skills and methodology.
- Two individual meetings with research supervisors.
- Students should ideally be asked to submit the following items to their supervisors during the course of the term: abstract and summary of their research and argument; essay breakdown and structure; bibliography of sources.

Term 2

- Student presentations of their research in the beginning of the term (this is not a summative assessment), followed by an Independent Research Project workshop.
- Two individual meetings with research supervisors.

Term 3

- One meeting with supervisor.
- Submit the Independent Research Project in Week 7 of the term.
- Project length is expected to be a maximum of 8000 words and no less than 7000 words.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Task	Weighting	Week submitted	Grading (Pass/ Fail/ %)	Module Learning Outcome(s) the assessment task maps to									
				A1	A2	B1	B2	B3	C1	C2	D1	D2	D3
Independent Research Project	100%	End of Term 3	Must attain 40% to pass	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

10. Teaching staff associated with the module	
Name and contact details	
TBC	

11. Key reading list				
Author	Year	Title	Publisher	Location
TBC				

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Learning outcomes, assessments, and credits.	Learning outcomes have been rewritten to align with the revised programme outcomes. There has also been changes to the assessment: the word count has been decreased to 8000 from 10000.	