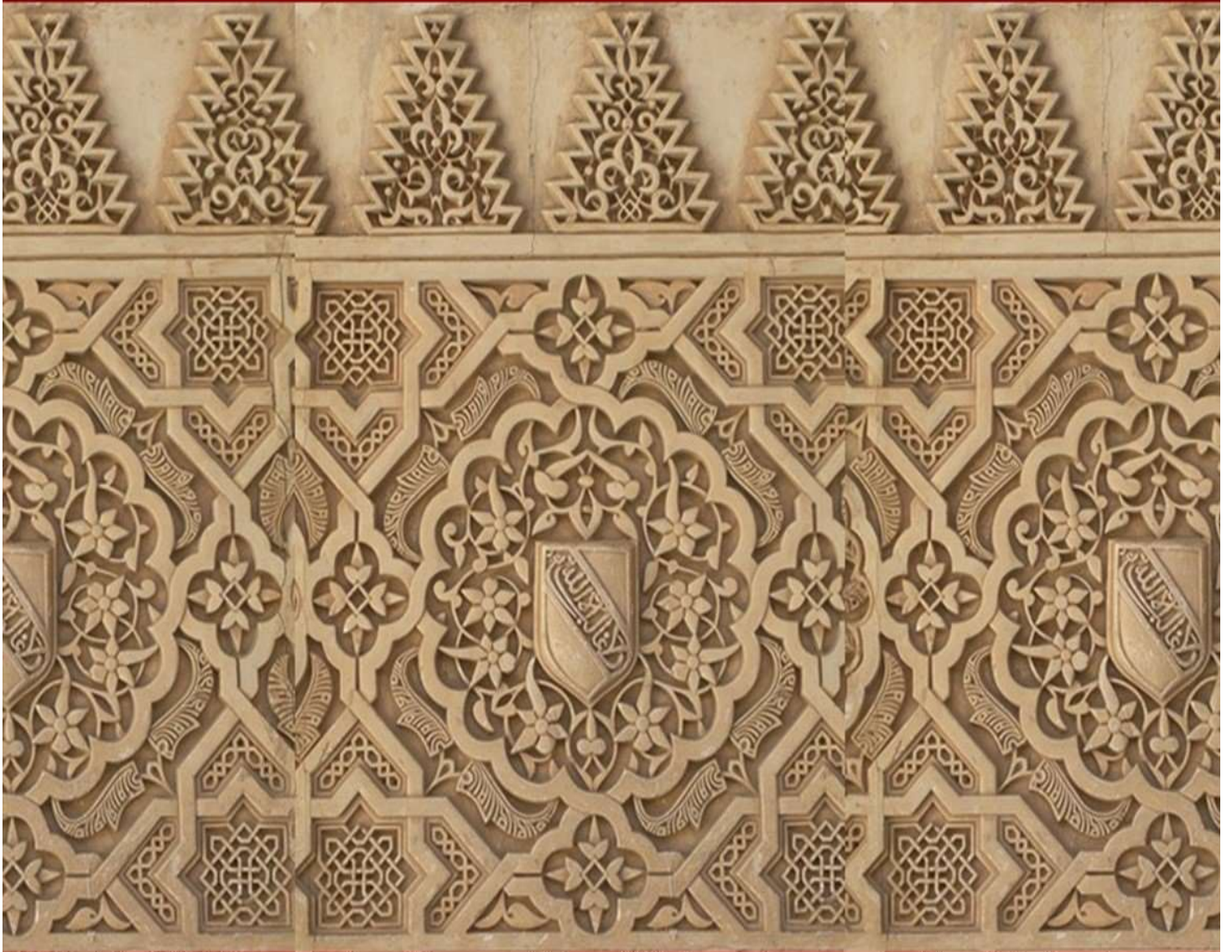




Cambridge Muslim College

BA (Hons) in Islamic Studies



Programme Learning Outcomes

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><u>Level 4</u></p> <p>A4.1 Demonstrate foundational knowledge and understanding of underlying concepts and principles of the core disciplines of the Islamic scholarly tradition, including key ideas, figures, schools of thought and institutions</p> <p>A4.2 Demonstrate general knowledge and understanding of key social, cultural and political developments in Islamic history, as seen against the wider context of world history</p> <p>A4.3 Demonstrate a basic understanding of well-known applications of the underlying concepts and principles of the core disciplines of the Islamic scholarly tradition based on a general understanding of the historical context of their development</p> <p>A4.4 Demonstrate foundational knowledge and understanding with the general contents and special terminology used in key texts of the core disciplines of the Islamic tradition</p> <p>A4.5 Acquire foundational knowledge and understanding of grammatical and stylistic features of classical Arabic texts</p>	<p>Summary</p> <p>Primary learning and teaching strategy</p> <ul style="list-style-type: none"> • Lectures and tutorials • Directed independent study • Project work • Textual study <p>Secondary learning and teaching strategy</p> <ul style="list-style-type: none"> • Case studies • Guest lectures • Peer learning • Problem-solving exercises • Field trips/visits to sites of interest <p>Assessment</p> <p>In the Core Islamic Studies modules, knowledge and understanding skills are assessed primarily through coursework and final year exams, but the students will also be assessed through a variety of other assessment methods including oral presentations, book reviews, literature reviews, creating a diagram of intellectual history, preparing an annotated bibliography and class participation. The assessment matrix for the programme provides an overview of the type of assessment used for every module and the weighting allocated to each form of assessment.</p>

3A. Knowledge and understanding

A4.6 Acquire foundational knowledge and understanding of underlying concepts and principles of a broad range of contemporary intellectual disciplines that are relevant to the analysis, articulation and application of the Islamic scholarly tradition to past and present issues and challenges, including key ideas, figures, schools of thought and institutions.

A4.7 Acquire general knowledge and understanding of global society and the modern world through a focused study of a broad range of topics related to world history, religion, society and culture

A4.8 Acquire foundational knowledge on the contribution of contemporary scholarship to Quran and hadith studies

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

Level 5

A5.1 Demonstrate sound knowledge and critical understanding of well-established principles and main methods of enquiry in the core disciplines of the Islamic scholarly tradition, including key ideas, figures, schools of thought and institutions

A5.2 Demonstrate a critical understanding of different key approaches to the application of the well-established principles and main methods of enquiry in the core disciplines of the Islamic scholarly tradition to contemporary issues relevant to the the context of the United Kingdom, based on a sound understanding of the historical context of their development and past applications

A5.3 Demonstrate sound knowledge and critical understanding of a number of the contents, issues and special terminology of key texts of the core disciplines of the Islamic tradition

A5.4 Acquire sound knowledge and critical understanding of linguistic and rhetorical features of classical Arabic texts

For Level 4, coursework will be of 1500-2000 words per term. For Level 5, coursework will be of 2000-2500 words per term. For Level 6, coursework will be of 3000-3500 words per term.

An Independent Research Project in Level 6 will be of 10,000 words, this constitutes a module of 20 credits in its own right. Many modules will have an exam at the end of the year which will be used to test the student's knowledge and understanding of the module as a whole. Other forms of assessment such as book reviews, literature reviews, mapping intellectual history and oral presentations will also be used as a means to gauge the student's knowledge and understanding of the subject though these other forms of assessment will be utilising other skills as well to help develop a comprehensive skills set in the student.

The general aim of the learning outcomes in this section is to develop specialised expertise in the different core disciplines of the Islamic scholarly tradition and general understanding in different fields of knowledge relevant to its application in the modern world, especially in the United Kingdom. Having detailed knowledge and systematic, critical understanding of this broad range of areas will enable the student to acquire a proficient understanding of the subject matter and the ability to acquire relevant cognitive skills, research abilities and general transferable skills.

The types of knowledge and understanding involved in all the modules can be generally divided into two:

- a) knowledge and understanding of the subject matter or field, i.e. content
- b) knowledge and understanding of methods and techniques of studying the subject matter or field, i.e. academic approaches

3A. Knowledge and understanding

A5.4 Acquire sound knowledge and critical understanding of well-established principles and main methods of enquiry in a broad range of contemporary intellectual disciplines that are relevant to the analysis, articulation and application of Islamic tradition to past and present issues and challenges, including a selection of key ideas, figures, schools of thought and case studies.

A5.6 Acquire general knowledge and understanding of contemporary Britain and British Muslim society through a focused study of a broad range of topics related to British history, religion, society and culture

A5.7 Demonstrate a critical understanding of the limitations of knowledge in each field of study, and how this influences analysis and interpretation

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

Level 6

A6.1 Demonstrate coherent, detailed knowledge as well as systematic, critical understanding of key aspects in the core disciplines of the Islamic scholarly tradition, including selected topics or case studies that reflect awareness of the recent advances and limitations of the field of knowledge

A6.2 Demonstrate a systematic and critical understanding of landmark examples of different applications of well-established principles and methods of enquiry of the core disciplines of the Islamic scholarly tradition to contemporary issues in the global and modern context

A4.1-4.4 and A4.8, A5.1-4 and A6.1-4 all relate to the Core Islamic Studies modules, which are the primary focus of the programme. They all contain an additional language element related to knowledge and understanding of the classical Arabic textual tradition.

A4.6-7, A5.6-6 and A6.6-7 all relate to the Contextual Studies module, which aim to complement the Core Islamic Studies modules with broader general knowledge and understanding of the modern world and application of the Islamic scholarly tradition within it. A6.9 relates to the Independent Research Project.

It is worth clarifying the concise definitions of the following terms:

“Foundational knowledge and understanding” = This has a more practical or “disciplinary” focus, aiming at developing a good grasp of key basic theoretical and practical aims and concerns of a discipline, and comprehension of well-established methods in solving key problems. The foundations for a more independent and critical approach to the subject are developed, but the focus is more on the acquisition of knowledge and understanding of basic key aspects within well-defined parameters.

“General knowledge and understanding” = The aim here is knowledge in the broad sense of the term, being less concerned with practical or “disciplinary” foci, and more with providing a broad understanding of a field of knowledge with the long-term goal of developing a well-rounded scholar who is able to apply his/her knowledge to more disciplinary concerns. The foundations for a more independent and critical approach to the subject are developed, but the focus is more on the acquisition of knowledge and understanding of basic key aspects within well-defined parameters.

3A. Knowledge and understanding	
<p>A6.3 Demonstrate coherent, detailed knowledge and systematic, critical understanding of the contents, issues, special terminology and present-day application of key foundational texts of the core disciplines of the Islamic tradition</p> <p>A6.4 Acquire coherent, detailed knowledge and systematic, critical understanding of linguistic and rhetorical features of classical Arabic texts</p> <p>A6.5 Acquire coherent, detailed knowledge of a selected range of contemporary intellectual disciplines that are relevant to the analysis, articulation and application of Islamic tradition to past and present issues and challenges, including a systematic, critical understanding of selected specific topics or case studies</p> <p>A6.6 Acquire general knowledge and critical understanding of global affairs and religion in the modern world</p> <p>A6.7 Demonstrate a critical understanding of the uncertainty, ambiguity and limits of knowledge in each field of study, and how this influences analysis and interpretation</p> <p>A6.8 Demonstrate a critical understanding of particular aspects of current research in each field of knowledge</p> <p>A6.9 Demonstrate an understanding of key aspects of research methodology</p> <p>Successful attainment of all learning outcomes at Levels 4,5 & 6 is necessary for the awarding of the BA in Islamic Studies.</p>	<p>“Detailed knowledge and critical understanding” = Building on pre-existing “foundational knowledge and understanding”, this also has a more practical or “disciplinary” focus, aiming at developing a nuanced grasp of theoretical and practical aims and concerns of a discipline, as well as a critical and independent approach towards analysing and applying well-established methods in solving problems.</p> <p>Learning Outcomes and Assessment Strategy</p> <hr/> <p>The Level 4 learning outcomes are aimed at providing the student with an introduction and overview of the different fields of knowledge, both in terms of content and different academic approaches, with balanced emphasis on both divisions. For both Core Islamic Studies and Contextual Studies modules, the aim is to cover a broad range of content and expose the student to a variety of areas that will be explored in more in-depth at the later levels. The focus of the Contextual Studies modules at this level is global, with an emphasis on developments in the Muslim world and the West. A4.3 aims at providing the student with the foundations in textual criticism and analysis of classical Arabic texts which is crucial to the Islamic scholarly tradition, and therefore includes a language aspect (translation, interpretation, mastery of the appropriate level of vocabulary and grammar). The assessments used at this level include oral presentations, book and literature reviews, class participation, essays and exams. Many of these assessments are used across many of the modules. All of these forms of assessment will help with establishing the extent to which the learning outcomes related to knowledge and understanding skills have been achieved. The table depicting the learning outcomes associated with each form of assessment provides more detail.</p> <hr/>

3A. Knowledge and understanding

The **Level 5 learning outcomes** are aimed at building on the students' acquired knowledge at Level 4, and developing this further in more detail, together with a more critical understanding of different key issues and themes within a given subject. A higher degree of specialisation in terms of content is involved, and module tutors may choose to focus on selected themes or topics, rather than providing a comprehensive overview of content and academic approaches. The focus of the Contextual Studies modules at this level is Britain, with an emphasis on the issues related to the British Muslim communities. The assessments used at this level include oral presentations, book and literature reviews, preparing a content summary, mapping intellectual history, class participation, essays and exams and these assessments are used across many of the modules. Many of these forms of assessment will help with establishing the extent to which the learning outcomes related to knowledge and understanding skills have been achieved. The table depicting the learning outcomes associated with each form of assessment provides more detail.

3A. Knowledge and understanding

The **Level 6 learning outcomes** aim to complete the student's systematic proficiency in the different specialisations within Islamic Studies, while focusing on two areas relevant to the contemporary application of the Islamic scholarly tradition: religion in modern society and global current affairs. A degree of specialisation in terms of content is involved and, as in Level 5, module tutors may choose to focus on selected themes or topics, rather than providing a comprehensive overview of content and academic approaches. The assessments used at this level include oral presentations, book and literature reviews, preparing a content summary, mapping intellectual history, class participation, essays and exams. Many of these assessments are used across many of the modules. All of these forms of assessment will help with establishing the extent to which the learning outcomes related to knowledge and understanding skills have been achieved. The table depicting the learning outcomes associated with each form of assessment provides more detail.

All Core Islamic Studies examinations must include a section that requires the student to analyse a set text in classical Arabic. This includes assessment of the student's knowledge and understanding of special terminology in the text, as well as the intellectual and general historical background to the discussion.

The Independent Research Project in the final year (Level 6) will provide an overall assessment of the student's knowledge and understanding of the different disciplines of the Islamic scholarly tradition and the Contextual modules. The dissertation is regarded as the point at which the various knowledges and understandings and other associated skills from across the modules are combined to tackle an issue concerning Islam in the modern world. In this sense, it represents the culmination of the aims of the programme and as an assessment is a substantial expression of the extent to which the programme has been successful. Close attention will be paid to

3A. Knowledge and understanding

the way in which the student synthesises knowledge and understanding from different fields in a systematic and critical manner.

Teaching and learning strategy

Module tutors are free to select from a wide variety of methods to attain these learning objectives, within the following parameters:

- a) All knowledge content at Level 4 should be delivered with the assumption of minimal prior knowledge.
- b) Module tutors should strive to strike a balance between focusing only on what is essential and overwhelming the student with too much information.
- c) Tutors must pay special attention to any possible special learning needs, which can be detected via formative assessment methods. In the case of the Core Islamic Studies modules, tutors should be sensitive to the possibility that some students might have more background knowledge or experience with the subject matter than others.
- d) Students should be made aware of the content of a given module at the beginning of the course of study (i.e. first lecture in Term 1) and also at the beginning of each lesson. A document outlining the module content should be provided at the first lesson, and students given opportunities to raise any questions.
- e) The lecture should cover all essential aspects of the module, especially those that will be involved in summative assessment. Knowledge and understanding of such aspects should be reinforced through weekly readings whenever necessary.
- f) Guest lecturers on specific topics should not be introduced until a sufficient grounding in the field of knowledge has been attained. Ideally, such guest lectures should only be held in the second and third terms.

3A. Knowledge and understanding	
	<ul style="list-style-type: none"> g) Reading should be suitable for the students' needs and abilities and balanced according to the different requirements of the subject. h) For the Contextual Studies modules, where there is no language acquisition component, directed readings should all be in English, and should consist of no more than twenty pages per week. i) A well-functioning learning atmosphere which is characterised by creativity and critical thinking should be encouraged through the regular use of classroom activities such as debates, role-playing and where relevant, use of audio-visual media.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><u>Level 4</u></p> <p>B4.1 Demonstrate the ability to evaluate the soundness of an argument or piece of information in accordance with underlying concepts and principles</p> <p>B4.2 Demonstrate the ability to develop and sustain a focused argument using basic theories and concepts</p> <p>B4.3 Demonstrate the ability to solve established problems in accordance with underlying concepts and principles</p> <p>B4.4 Be able to evaluate the appropriateness of different approaches to solving basic problems using underlying concepts and principles</p>	<p>Primary</p> <ul style="list-style-type: none"> • Tutorials • Directed independent study • Project work • Textual study <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Peer learning • Problem-solving exercises • Research tasks <p>Assessment</p>

3B. Cognitive skills	
<p>B4.5 Be able to provide basic analysis of primary sources or well-known case studies using underlying concepts and principles and basic familiarity with special terminology</p> <p>B4.6 Know how to communicate information effectively and present arguments in a structured and coherent manner</p> <p>B4.7 Demonstrate creative and flexible thinking within a well-defined framework</p> <p><u>Level 5</u></p> <p>B5.1 Demonstrate the ability to critically evaluate the strengths and weaknesses of an argument or piece of information using well-established principles and methods</p> <p>B5.2 Demonstrate the ability to develop sound and focused lines of argument in accordance with underlying concepts and principles</p> <p>B5.3 Demonstrate the ability to solve problems in accordance with well-established principles and methods, showing some degree of originality and creativity in the approach</p> <p>B5.4 Be able to critically evaluate the appropriateness of different established approaches to solving problems using well-established principles and methods</p>	<p>In the Core Islamic Studies modules, cognitive skills are assessed through coursework and final year exams, but the students will also be assessed through a variety of other assessment methods including oral presentations, book reviews, literature reviews and class participation. The assessment matrix for the programme provides an overview of the type of assessment used for every module and the weighting allocated to each form of assessment.</p> <p>For Level 4, coursework will be of 1500-2000 words per term. For Level 5, coursework will be of 2000-2500 words per term. For Level 6, coursework will be of 3000-3500 words per term.</p> <p>An Independent Research Project in Level 6 will be of 10,000 words, this constitutes a module of 20 credits in its own right.</p> <p>The general aim of the learning outcomes in this section is to develop general cognitive skills that would facilitate the student's acquisition of more specialised academic skills as well as transferable skills that would be of use in the professional context beyond academic study and research. These skills are translatable across disciplines and fields of knowledge, and are useful both within the context of modern academic Islamic Studies as well as the Islamic scholarly tradition.</p> <p>Learning Outcomes and Assessment Strategy</p>

3B. Cognitive skills

B5.5 Be able to draw on a range of established techniques in order to initiate and undertake critical analysis of primary sources or well-known case studies, showing some degree of originality and creativity in proposing solutions to problems that arise from such analysis

B5.6 Know how to effectively communicate the results of information, arguments and analysis effectively and critically in a structured and coherent manner

B6.7 Demonstrate originality and flexibility within a broadly defined framework

Level 6

B6.1 Demonstrate the ability to systematically and critically evaluate complex arguments and information, drawing on well-established principles and methods, reflecting independent and original judgment

B6.2 Demonstrate the ability to devise and sustain original arguments for problems at the forefront of the discipline

B6.3 Demonstrate the ability to independently identify problems, apply past or existing solutions to new problems, or formulate new original solutions

B6.4 Be able to systematically and critically evaluate differing viewpoints on complex issues

The **Level 4 learning outcomes** are aimed at development of basic analytical, problem-solving and communication skills. This includes being able to evaluate an argument, sustain a focused argument, solve problems, evaluate the appropriateness of different approaches to problem-solving, being able to analyse primary sources, being able to communicate effectively and to demonstrate a measure of flexible thinking. The assessments used at this level include oral presentations, book and literature reviews, class participation, essays and exams and these assessments are used across many of the modules. All of these forms of assessment will help with establishing 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.

The **Level 5 learning outcomes** build on the skills acquired at Level 4, while introducing a stronger emphasis on critical thinking and independent judgment as well as creative problem-solving and communication within defined limits in an academic framework. This includes being able to critically evaluate the strengths and weaknesses of an argument, being able to develop sound and focused lines of argument, being able to solve problems while showing originality and creativity, being able to undertake critical analysis of primary sources, being able to communicate effectively in a coherent and structured manner and being able to demonstrate originality and flexibility within a defined framework. The assessments used at this level include oral presentations, book and literature reviews, class participation, essays and exams and these assessments are used across many of the modules. All of these forms of assessment will help with establishing the extent to which the learning outcomes related to cognitive skills have been achieved at level 5. The table depicting the learning outcomes associated with each form of assessment provides more detail.

3B. Cognitive skills

B6.5 Be able to to initiate and undertake systematic and critical analysis of advanced primary sources or complex case studies, showing independence and creativity in proposing solutions to problems that arise from such analysis

B6.6 Know how to effectively and systematically communicate complex ideas, problems and solutions in a manner appropriate to the context and audience

B6.7 Demonstrate originality and the ability to think systematically and critically within a loosely-defined framework

The **Level 6 learning outcomes** continue developing the same skills as Level 4 and 5, focusing them on problems and issues at the forefront of a field of knowledge, where the student increasingly becomes able to exercise independent judgment and communicate in an original and creative manner. This includes systematically evaluating complex arguments, devising and sustaining original arguments, being able to independently identify problems and formulate new solutions, being able to undertake systematic and critical analysis of primary sources, being able to communicate complex ideas and to be able to think systematically and critically while demonstrating originality. The assessments used at this level include oral presentations, book and literature reviews, participating in a group project, essays, exams and the dissertation. These forms of assessment are used across many of the modules. All of these forms of assessment will help with establishing the extent to which the learning outcomes related to cognitive skills have been achieved at level 6. The table depicting the learning outcomes associated with each form of assessment provides more detail.

Learning and teaching strategy

Module tutors are free to select from a wide variety of methods to attain these learning objectives, within the following parameters:

- a) Pre-existing cognitive abilities or 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 each specific student should also be conducted through close communication with a student's assigned academic tutor.

3B. Cognitive skills

- c) Exercises and reading materials should be selected with due consideration to the development of the whole range of students, from those with less-developed abilities to those with more advanced abilities. In other words, a given task or reading should be accessible for all students but also contain aspects which would be sufficiently challenging.
- d) Opportunities for discussion and debate of key concepts or issues should be provided during the course of a lecture, or sufficient time allocated for this in a separately scheduled tutorial session.
- e) Module tutors should aim to avoid simply lecturing at students, but adopt an engaging and interactive method of delivery, utilising the Socratic method, for example.
- f) Tutors should increasingly provide more opportunities for students to engage and discuss among themselves within the classroom, using this as an opportunity for them to compare different viewpoints and approaches to problem-solving. If a student raises a question or problem, tutors should provide other students with the opportunity to answer before responding.
- g) Students should be encouraged to develop original responses to a given research task, including those which constitute part of the summative assessment, provided these do not stray too far beyond the framework of the field of study at that given level.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><u>Level 4</u></p> <p>C4.1 Demonstrate the ability to evaluate the appropriateness and strengths and weaknesses of different established approaches to solving basic problems and issues in the core disciplines of the Islamic scholarly tradition</p> <p>C4.2 Demonstrate the ability to apply basic techniques of analysis and problem-solving skills to basic problems and issues in the core disciplines of the Islamic scholarly tradition</p> <p>C4.3 Demonstrate the ability to provide basic analysis and interpretation of key classical Arabic texts at the foundational level of the Islamic scholarly tradition</p> <p>C4.4 Show an awareness of the appropriateness of different established approaches to solving basic problems and issues in fields of knowledge that come under the Contextual Studies grouping</p> <p>C4.5 Show an ability to apply basic techniques of analysis and problem-solving skills issues in fields of knowledge that come under the Contextual Studies grouping</p> <p>C4.6 Demonstrate an ability to approach study and research with a basic degree of self-awareness about the impact of one’s own subjective viewpoint on the topic of investigation</p> <p>C4.7 Show an awareness of the importance of attention to detail and time management in study and research</p>	<p>Summary:</p> <p>Primary learning and teaching strategies:</p> <ul style="list-style-type: none"> • Tutorials • Directed independent study • Project work • Textual study • Case studies • Textual analysis <p>Secondary learning and teaching strategies:</p> <ul style="list-style-type: none"> • Problem-solving exercises • Case studies • Debates • Peer learning • Roleplay <p>Assessment</p> <p>In the Core Islamic Studies modules, practical and professional skills are assessed through coursework and final year exams, but the students will also be assessed through a variety of other assessment methods including oral presentations, book reviews, literature reviews, creating a diagram of intellectual history, preparing an annotated bibliography and class participation. The assessment matrix for the programme provides an overview of the type of assessment used for every module and the weighting allocated to each form of assessment.</p>

3C. Practical and professional skills

Level 5

C5.1 Demonstrate the ability to critically evaluate the appropriateness of different established approaches to solving advanced problems and issues in the core disciplines of the Islamic scholarly tradition

C5.2 Demonstrate the ability to apply developed techniques of critical analysis and problem-solving skills to advanced problems and issues in the core disciplines of the Islamic scholarly tradition

C5.3 Demonstrate the ability to provide critical analysis and interpretation of key classical Arabic texts at the intermediary level of the Islamic scholarly tradition

C5.4 Show a critical awareness of the appropriateness of different established approaches to solving problems and issues in fields of knowledge that come under the Contextual Studies grouping

C5.5 Show an ability to apply developed techniques of critical analysis and problem-solving skills to selected issues in fields of knowledge that come under the Contextual Studies grouping

C5.6 Demonstrate an ability to approach study and research with a developed self-awareness of one's own prejudices and biases, and how limitations in the field of knowledge influences analysis and interpretation

C5.7 Be able to independently set realistic goals and time management in study and research

For Level 4, coursework will be of 1500-2000 words per term. For Level 5, coursework will be of 2000-2500 words per term. For Level 6, coursework will be of 3000-3500 words per term.

An Independent Research Project in Level 6 will be of 10,000 words, this constitutes a module of 20 credits in its own right. Many modules will have an exam at the end of the year which will be used to test the student's knowledge and understanding of the module as a whole. Other forms of assessment such as book reviews, literature reviews, mapping intellectual history and oral presentations will also be used as a means to gauge the student's knowledge and understanding of the subject though these other forms of assessment will require the use of other skills as well to help develop a comprehensive skills set in the student.

The general aim of the learning outcomes in this section is to develop the necessary foundational skills and abilities in Islamic Studies for further study at postgraduate level, as well as any general practical and professional skills related to academic research, some of which can also be considered as generally transferable skills. It is worth mentioning that the aim of the programme is the acquisition of skills and abilities in the field of academic Islamic Studies, with a focus on deeper understanding of the Islamic scholarly tradition and its textual heritage. While students may acquire professional skills relevant to the Islamic scholarly tradition during their course of study, this is not the primary focus of the programme.

3C. Practical and professional skills

Level 6

C6.1 Demonstrate the ability to systematically and critically evaluate the appropriateness of applying different approaches to complex issues in the core disciplines of the Islamic scholarly tradition, showing awareness of the forefront of knowledge in the field of study

C6.2 Demonstrate the ability to apply developed techniques of critical analysis and problem-solving skills to complex problems and issues in the core disciplines of the Islamic scholarly tradition, including the ability to formulate original solutions and responses within a defined framework

C6.3 Demonstrate the ability to provide critical analysis and interpretation of key classical Arabic texts at the advanced level of the Islamic scholarly tradition

C6.4 Show an ability to evaluate the appropriateness of different approaches to solving selected complex problems and issues in fields of knowledge that come under the Contextual Studies grouping

C6.5 Show an ability to apply developed techniques of critical analysis and problem-solving skills to selected complex issues in fields of knowledge that come under the Contextual Studies grouping

C6.6 Demonstrate an ability to approach study and research with an acute and nuanced awareness of one's own prejudices and biases, and how ambiguities and limitations in the field of knowledge have an effect on analysis and interpretation

In addition, the Contextual Studies component of the programme is aimed at providing the students with a deeper understanding of a wide range of fields of knowledge and disciplines in the humanities and social sciences that are relevant to the application of the Islamic scholarly tradition in the modern context. The end goal here is to create learned experts in Islamic Studies who are able to draw on a wider body of academic literature and appreciate a broader range of situations related to Muslim belief and practice today. While students will explore different skills related to a broad range of fields in the humanities and the social sciences they will not be expected to master such skills.

Learning Outcomes and Assessment Strategy

The Level 4 learning outcomes are aimed at introducing the student to basic methods and problem-solving skills in the different fields of study. These are divided into a) assessment and comparison (C4.1 & C4.3) and b) application (C4.3 & C4.5) of such skills to basic, well-defined and well-known issues and problems. C4.3 aims at providing the student with the foundations in textual criticism and analysis of classical Arabic texts which is crucial to the Islamic scholarly tradition, and therefore includes a language aspect (translation, interpretation, mastery of the appropriate level of vocabulary and grammar). C4.6 and C4.7 aim at developing basic research and study skills that can be applied in all disciplines within the humanities and social sciences. The assessments used at this level include oral presentations, book and literature reviews, preparing a content summary, creating a map of intellectual history, class participation, essays and exams and these assessments are used across many of the modules. All of these forms of assessment will help with establishing the extent to which the learning outcomes related to practical and professional skills (with a focus on problem-solving) have been achieved. The table depicting the learning outcomes associated with each form of assessment provides more detail.

3C. Practical and professional skills

C6.7 Show an ability to manage own learning, including demonstrated use of scholarly reviews as well as primary and secondary sources

The **Level 5 learning outcomes** are aimed at building on those of Level 4. Here students are exposed to more difficult problems and issues which would require a higher degree of criticality and self-criticality, as well as awareness of the limitations of knowledge. These problems and issues would usually also involve a wider range of approaches and solutions, and the student is increasingly encouraged to select and justify their own preferred approach, or introduce original solutions if possible. The assessments used at this level include oral presentations, book and literature reviews, preparing a content summary, creating a map of intellectual history, class participation, essays and exams and these assessments are used across many of the modules. All of these forms of assessment will help with establishing the extent to which the learning outcomes related to practical and professional skills (with a focus on problem-solving but with a greater emphasis on employing critical analysis to help with the problem solving) have been achieved. The table depicting the learning outcomes associated with each form of assessment provides more detail.

3C. Practical and professional skills

The **Level 6 learning outcomes** continue building on the foundations of Level 4 and Level 5. The aim at this level is to develop the student's proficiency in the systematic methods of a given discipline or field of knowledge to the degree that they are able to independently identify issues and problems, and determine the range of possible solutions towards addressing them. This includes issues or problems that are at the forefront of the field or reflect existing ambiguities or limitations of knowledge. The assessments used at this level include oral presentations, book and literature reviews, preparing a content summary, preparing an annotated bibliography, creating a map of intellectual history, participating in a group project, essays and exams and these assessments are used across many of the modules. All of these forms of assessment will help with establishing the extent to which the learning outcomes related to practical and professional skills (with a focus on highly developed analytical and problem-solving skills) have been achieved. The table depicting the learning outcomes associated with each form of assessment provides more detail.

All Core Islamic Studies examinations must include a section that requires the student to analyse a set text in classical Arabic. The Independent Research Project in the final year (Level 6) will provide an overall assessment of the student's acquisition of practical and professional academic skills. Close attention will be paid to the way in which the student develops an original research task by drawing on methods and approaches explored in different Core and Contextual modules at previous levels.

Learning and Teaching Strategy

Module tutors are free to select from a wide variety of methods to attain these learning objectives, within the following parameters:

3C. Practical and professional skills

- a) Module timetables allocate sufficient time towards exploring alternative viewpoints if the module is primarily taught from a specific viewpoint given in a primary module text, as is generally the case in the Core Islamic Studies modules. This includes divergent views within a school of thought (e.g. a legal school) as well as contrasting schools of thought.
- b) For those modules which are not taught from the point of view of a primary module text, the module should strive to provide a balanced assessment of different viewpoints, not allocating more time towards exploring a given viewpoint than necessary.
- c) Opportunities should be provided inside and outside of the classroom to explore and appreciate strengths and weaknesses of different sides of an argument. This can be done through individual or group research tasks, as well as alternative methods such as debates or role-playing scenarios. Such exercises will also allow students to develop their own unique problem-solving approaches, as well as awareness of their own limitations of knowledge and how it influences analysis and interpretation.
- d) Weekly readings should take into consideration the need to provide a balanced account, either through fair secondary sources, or a representative selection of primary sources.
- e) Students should be exposed to the importance of understanding the historical context behind a specific problem or issue, and various factors that can influence the development of differing viewpoints on a given issue.
- f) Opportunities should be provided for students to share and discuss the results of the directed independent study or research with their peers in the classroom. Such situations will also allow students to develop their own unique problem-solving approaches, as well as awareness of their own limitations of knowledge and how it influences analysis and interpretation.

3C. Practical and professional skills

- g) In order for students to be exposed to good study and research practices and habits, lecturers should provide clear instructions and model examples for students at the beginning of each course of study, reinforcing this throughout whenever necessary.

C4.3, C5.3, C6.3 pertain specifically to textual elements in each of the Core Islamic Studies modules. A more specific learning strategy has been developed for the delivery of this type of learning outcome, which can be divided into three interconnected and mutually-reinforcing modes:

- a) Mode 1 (Group study), where the classroom as a whole engages in the close reading and analysis of a classical text, guided by the lecturer's own expert commentary.
- b) Mode 2 (Peer to peer study), in which the classroom is divided into "study pairs" which engage in the close reading and analysis of a classical text during the class or as preparation before it (often in the form of prepared coursework), often debating opposing viewpoints on a given issue or approach to solving a problem
- c) Mode 3 (individual study), in which the individual engages in the close reading and analysis of a classical text in their own self-directed learning.

3D. Key/transerable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><u>Level 4</u></p> <p>D4.1 Demonstrate the ability to read and interpret information presented in a variety of forms</p> <p>D4.2 Demonstrated ability to perform basic tasks of analysis and evaluation through directed independent study</p> <p>D4.3 Be able to independently carry out and self-assess research tasks within a concise framework of instructions</p> <p>D4.4 Be able to work together within a team to carry out and self-assess research tasks within a concise framework of instructions, showing attentiveness to the needs of team members</p> <p>D4.5 Communicate information effectively using through writing and oral presentation appropriate styles and language, to specialist and non-specialist audiences</p> <p>D4.6 Be able to plan and manage learning towards the achievement of clearly defined aims and objectives</p> <p>D4.7 Acquire basic IT skills relevant to research and information gathering</p> <p><u>Level 5</u></p>	<p>Primary</p> <ul style="list-style-type: none"> • Tutorials • Directed independent study • Project work • Textual study • Field work <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Peer learning • Problem-solving exercises <p>Assessment</p> <p>In the Core Islamic Studies modules, key/transerable skills are assessed through coursework and final year exams, but the students will also be assessed through a variety of other assessment methods including oral presentations, book reviews, literature reviews, creating a diagram of intellectual history, creating a content summary, preparing an annotated bibliography and class participation. The assessment matrix for the programme provides an overview of the type of assessment used for every module and the weighting allocated to each form of assessment.</p> <p>For Level 4, coursework will be of 1500-2000 words per term. For Level 5, coursework will be of 2000-2500 words per term. For Level 6, coursework will be of 3000-3500 words per term.</p>

3D. Key/transferrable skills

- D5.1 Demonstrate the ability to critically analyse and interpret information presented in a variety of forms, including the application of critical tools towards developing original solutions to established problems
- D5.2 Perform tasks of critical analysis and evaluation through directed independent study, including the application of critical tools towards developing original solutions to established problems
- D5.3 Be able to independently carry out and self-assess research tasks within a general framework defining a field of knowledge or study
- D5.4 Be able to work together within a team to carry out and critically self-assess research tasks within a general framework defining a field of knowledge or study, conducting oneself in a professional and collegial manner
- D5.5 Communicate information and the results of critical analysis effectively using appropriate writing and oral presentation styles and language, to specialist and non-specialist audiences
- D5.6 Be able to critically evaluate generally-defined aims and objectives and be able to plan and manage learning towards their achievement
- D5.7 Demonstrate the ability to employ well-developed IT skills and knowledge of online resources for the purposes of research, data analysis, information gathering and presentation of information

Level 6

An Independent Research Project in Level 6 will be of 10,000 words, this constitutes a module of 20 credits in its own right. Many modules will have an exam at the end of the year which will be used to test the student's knowledge and understanding of the module as a whole. Other forms of assessment such as book reviews, literature reviews, mapping intellectual history and oral presentations will also be used as a means to gauge the student's knowledge and understanding of the subject though these other forms of assessment will be utilising other skills as well to help develop a comprehensive skills set in the student.

The general aim of the learning outcomes in this section is to develop skills and abilities that are generally applicable within most professional career paths within the public and private sector requiring higher education, as well as those that would be useful in the context of support or leadership roles within the Muslim community in the United Kingdom.

Learning Outcomes and Assessment Strategy

3D. Key/transferrable skills

D6.1 Demonstrate the ability to provide systematic critical analysis and interpretation of information presented in a variety of forms, including the ability to raise new problems or introduce new solutions.

D6.2 Systematically apply tools of critical analysis and evaluation through directed independent study, including the ability to raise new problems or introduce new solutions.

D6.3 Be able to independently develop, carry out and self-assess research within a very general framework defining a field of knowledge or study.

D6.4 Be able to develop and carry out complex research as part of a team, with demonstration of leadership skills.

D6.5 Communicate different complex types of information, ideas and arguments effectively, through writing and oral presentation, using appropriate styles and language, to specialist and non-specialist audiences.

D6.6 Be able to independently plan and manage learning towards the achievement of established aims and objectives, including the recognition of knowledge limitations.

D6.7 Demonstrate the ability to independently identify and utilise advanced IT skills and knowledge of online resources for the purposes of research, data analysis, information gathering and presentation of information and analysis.

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. In the context of working within the Muslim community, these include the skills required for effective execution of community support roles. This includes being able to analyse and evaluate through independent study, be able to conduct research independently, being able to work in a team, being able to communicate effectively, being able to plan and manage towards certain targets, being able to use information technology for research purposes and being able to engage with different ideas in a balanced manner. The assessments used at this level include oral presentations, book and literature reviews, creating a content summary, mapping intellectual history, class participation, essays and exams. Many of these assessments are used across many of the modules. All of these forms of assessment will help with establishing the extent to which the learning outcomes related to key/transferrable skills have been achieved. The table depicting the learning outcomes associated with each form of assessment provides more detail.

3D. Key/transferable skills

The **Level 5 learning outcomes** aim to continue developing these qualities and skills for further study or professional employment requiring the exercise of personal responsibility and decision-making. In the context of working within the Muslim community, these include the skills required for effective execution of community leadership roles such as chaplaincy or mosque leadership. This includes being able to critically analyse information and evaluate it through independent study, being able to independently conduct research, being able to work in a team in a collegiate manner, being able to communicate to a variety of audiences, being able to plan and manage projects, having advanced IT skills and being able to engage with different viewpoints with a self-awareness of one's own perspective. The assessments used at this level include oral presentations, book and literature reviews, class participation, creating a content summary, mapping intellectual history, essays and exams. Many of these assessments are used across many of the modules. All of these forms of assessment will help with establishing the extent to which the learning outcomes related to key/transferable skills have been achieved at level 5. The table depicting the learning outcomes associated with each form of assessment provides more detail.

3D. Key/transferable skills

The **Level 6 learning outcomes** aim to conclusively develop the student's qualities and skills to a degree that will prepare them for postgraduate study or independent professional roles requiring leadership qualities. In the context of working within the Muslim community, these include the skills required for religious scholarship which is publicly engaged or focused on community education. This includes being able to systematically analyse through independent study while raising new problems and solutions, being able to carry out complex research while being part of a team, being able to communicate complex ideas to a variety of audiences, being able to independently manage projects while recognising one's own limitations, being highly skilled at making use of IT resources and being able to engage with different ideas and viewpoints while understanding the limitations and ambiguities of knowledge. The assessments used at this level include oral presentations, creating an annotated bibliography, creating a content summary, mapping intellectual history, book and literature reviews, participating in a group project, essays and exams. Many of these assessments are used across many of the modules. All of these forms of assessment will help with establishing the extent to which the learning outcomes related to key/transferable skills have been achieved at level 6. The table depicting the learning outcomes associated with each form of assessment provides more detail.

Teaching and learning strategy

Module tutors are free to select from a wide variety of methods to attain these learning objectives, within the following parameters:

- a) Most of the learning objectives here tie closely with learning objectives in other sections. For the most part, module tutors do not need to create separate exercises or assessments for these, but try to develop and assess these general skills through the more specific learning outcomes of Sections 3A and 3C.

3D. Key/transferable skills

- b) To ensure the student is experienced with a variety of forms of information (see D4.1, D4.2, D4.3), module tutors should use a diverse array of reading exercises as a way to carry out formative assessment of the students' needs and progress. In addition to this, readings of short texts or passages can be provided; these are read and discussed during the lesson itself. Exposure to the ways in which other students approach a given text will provide students with the ability to develop and refine their own approaches.
- c) All modules should include group exercises as well as individual exercises in order to help develop the student's ability to work as part of a team (see D4.4, D5.4, D6.4). This should occur at least twice a term, and may or may not be part of summative assessment.
- d) All module tutors should try to develop the student's ability to work independently and within a team by ensuring a collegial and professional atmosphere is kept within the classroom. Students should be made aware that they are a "budding community of scholars", and not simply there to passively absorb information.
- e) Exercises, coursework and examinations for all modules should include a variety of formats beyond the standard essay format. This includes book reviews, study journals etc.
- f) Learning outcomes D4.5, D5.5 and D6.5 all include oral as well as written forms of communication, including to non-specialist audiences.

3D. Key/transferable skills

- g) To address learning outcomes (D4.6-7, D5.6-7, & D6.7), module tutors should allocate time, especially at the beginning of the course, to introduce the students to any study skills specific to the subject. This includes provision of an overview of electronic and online resources. At the beginning of each academic year, tutors should play close attention to any general or specific student needs, addressing any problems on a case by case basis. If there is a general problem among the student population, for example, in the area of time management, tutors should raise this to the faculty board, which will decide if any additional classes on such study skills need to be provided.
- h) Students must be informed of appropriate methods of using such sources from the onset of a course. Ideally, they should be given examples for good and bad examples of online sources.

CAMBRIDGE MUSLIM COLLEGE: BA (Hons) in Islamic Studies: Assessment Matrix

Tables depicting percentage allocations for assessments for each level of study

Programme	Module	Essay	Oral Presentations	Mapping Intellectual History	Book/Literature Review	Project	Content Summary	Class participation and group project	Exam
BA (Hons) Islamic Studies Level 4	Arabic 1	30 (15 in each term) ¹ – 1000 words	20 (10 in each term) – 10 mins						50 - 3 hour exam
	Islamic Revealed Foundations 1	25 – 1500-2000 words			25 – 1500-2000 words				50 – 3 hour exam
	Islamic Intellectual Foundations 1	50 (10 in term 1, 20 in terms 2 and 3) – 1000 words (term 1), 1500-2000 words terms 2 and 3	10 – 15 mins					10	30 – 3 hour exam
	Islamic Law 1	20 (10 in each term) – 1000 words			20 (10 in each term) – 1000 words		10 (5 in each term) – not more than 4 pages		50 – 3 hour exam
	Islamic Theology 1	50 (25 in each term) – 1500-2000 words		10					40 – 3 hour exam

¹ ‘In each term’ means in each of the first two terms.

Western Philosophical Tradition	50 (25 in each term) – 1500-2000 words				10			40 – 2 hour exam
World Religions	50 - 1500-2000 words	25 – 15 mins		25 – 1500-2000 words				
World History	50 - 1500-2000 words	25 – 15 mins		25 – 1500-2000 words				
The Social Sciences		50 – 15 mins		50 (25 in each term) – 1500-2000 words				
Islamic History	25 – 1500-2000 words			25 – 1500-2000 words				50 – 3 hour exam

Programme	Module	Essay	Oral Presentations	Mapping Intellectual History		Research Project	Class participation and group project	Exam
BA (Hons) Islamic Studies Level 5	Arabic 2 (10 credits)							50 – 1.5 hour exam (week 12, term 1) 50 – 1.5 hour exam (end of term 3)
	Islamic Revealed Foundations 2 (20 credits)	20 – 2000-2500 words (week 1, term 3)				80 – Two 5,000 word research projects (week 9, term 3)		
	Islamic Intellectual Foundations 2 (10 credits)	35 – 2000-2500 words (week 1, term 2)					15	50 – 3 hour exam (end of term 3)
	Islamic Law 2 (30 credits)	30 – 2000-2500 words (week 1, term 3)						70 – 3 hour exam (end of term 3)
	Islamic Theology 2 (20 credits)	50– 2000-2500 words (week 1, term 2)						50 – 3 hour exam (end of term 3)
	Understanding Science (10 credits)	50– 2000-2500 words (week 12, term 2)						50 – 2 hour exam (end of term 3)
	The Western Philosophical Tradition 2 (10 credits)	50– 2000-2500 words (week 12, term 1)						50 – 2 hour exam (end of term 3)

	Islam in Britain (10 credits)	25 – 2000- 2500 words (week 12, term 2)						75 – 2 hour exam (end of term 3)
--	--	--	--	--	--	--	--	-------------------------------------

Programme	Module	Essay	Oral Presentations	Group project	Annotated Bibliography	Mapping Intellectual History	Book Review	Content Summary	Dissertation	Exam
BA (Hons) Islamic Studies Level 6	Arabic 3	30 (15 in each term) ² – 1000 words	20 (10 in each term) – 10 mins							50 - 3 hour exam
	Islamic Revealed Foundations 3	25 – 2500-3000 words			25 – up to 2000 words					50 – 3 hour exam
	Islamic Intellectual Foundations 3	50 (10 in term 1, 20 in terms 2 and 3) – 1000 words (term 1), 2500-3000 words terms 2 and 3	10 – 15 mins	10						30 - 3 hour exam
	Islamic Law 3	20 (10 in each term) – 2500-3000 words					20 (10 in each term) – 1000 words	10 (5 in each term) – not more than 4 pages		50
	Islamic Theology 3	50 (25 in each term) – 2500-				10				40 – 3 hour exam

² ‘In each term’ means in each of the first two terms.

		3000 words								
	Independent Study Project		20 (10 in each term) – 10 mins						80 – 10,000 words	
	Global World	50 (25 in each term) – 2500-3000 words								50 – 2 hour exam
	Religion and Modern Society	50 (25 in each term) – 2500-3000 words								50 – 2 hour exam

