

Programme Specification

I. Programme Details

Programme title	Muslim Societies and Civilisations (with Year Abroad)	
Final award (<i>exit awards will be made as outlined in the Taught Degree Regulations</i>)	UG – FHEQ level 6	PGT – FHEQ level 7
	BA <input type="checkbox"/>	MA <input checked="" type="checkbox"/>
	BSc <input type="checkbox"/>	MSc <input type="checkbox"/>
	LLB <input type="checkbox"/>	MRes <input type="checkbox"/>
	LLM <input type="checkbox"/>	
	Other ... <input type="checkbox"/>	
	If other, please specify FHEQ level: ...	
Mode of delivery	Distance-learning <input type="checkbox"/>	On-campus <input checked="" type="checkbox"/>
Professional body accreditation (<i>if applicable</i>)	N/A	
Academic year this specification was created	2025-2026	
Dates of any subsequent amendments		

II. Programme Aims: What will the programme allow you to achieve?

<p>This programme will enable you to:</p> <ol style="list-style-type: none"> 1. Develop a systematic, critical, multidisciplinary understanding of Muslim societies and civilisations, with particular attention to Shi'ī, including Ismaili, traditions explored through societal, civilisational and humanistic approaches, among others. 2. Build the capacity to engage rigorously with scholarship and research across Islamic Studies, Education, and cognate fields, using appropriate methodologies and communicating your insights with clarity and academic integrity. 3. Deepen your understanding of the IIS Secondary Curriculum, including its philosophical foundations, content, and pedagogical aims, and situate it within diverse educational, cultural and global contexts. 4. Develop the pedagogical competencies needed to deliver the IIS Secondary Curriculum with confidence, adaptability, inclusivity, and contextual awareness across varied learning environments. 5. Strengthen the ability to critically assess and apply educational theories to practice, drawing on reflective practice, critical pedagogy, and learner-centred approaches that support transformative and ethical teaching. 6. Foster your awareness and critical evaluation of current issues, global educational trends and developments affecting Muslim, including Ismaili, learners and communities, enabling you to respond with creativity, collaboration, and solution-focused thinking. 7. Cultivate critical and ethical awareness, empathy, leadership, and professional responsibility, enabling you to contribute meaningfully within community and educational settings while upholding principles of equity, inclusion, diversity, and pluralism.

III. Programme Learning Outcomes: What will you learn on the programme?

There are four key areas in which you will develop:

Learning Outcomes: Knowledge	
<p>By the end of the programme, you will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate advanced and systematic knowledge of Muslim societies and civilisations, recognising their historical, cultural, and intellectual diversity. 2. Explain and critically evaluate key features of Shi'ī, including Ismaili, traditions drawing on civilisational, humanistic, and lived tradition perspectives. 3. Demonstrate critical awareness of major debates and methodological issues in Islamic Studies, Education, and cognate fields, and assess their relevance for contemporary Muslim contexts. 4. Analyse the philosophical, ethical, and pedagogical approaches of the IIS Secondary Curriculum, demonstrating systematic understanding of its aims, structure, and content, and its relationship to wider educational frameworks. 5. Evaluate global educational trends, challenges, and contextual realities affecting Muslim, including Ismaili, learners and communities, drawing on interdisciplinary perspectives to understand their implications for secondary education. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • Lectures and interactive seminars. • Reading and textual analysis of primary and secondary sources. • Case study discussions. • Individual and group tasks. • Curriculum-focused workshops connecting theory to the IIS Secondary Curriculum. 	<ul style="list-style-type: none"> • Seen and unseen written examinations. • Oral examinations. • Presentations. • Annotated bibliographies and position papers. • Coursework assignments, including written essays, reflective journals, critical literature reviews, and book reviews. • Facilitation of classroom activities, such as seminars and tutorials. • Teaching portfolios documenting planning, delivery, and reflection. • Curriculum analysis tasks and microteaching activities applying knowledge of the IIS Secondary Curriculum to practical teaching. • A written dissertation.
Learning Outcomes: Intellectual (thinking) skills	
<p>By the end of the programme, you will be able to:</p> <ol style="list-style-type: none"> 1. Critically engage with scholarship across Islamic Studies, Education, and cognate fields, demonstrating the ability to analyse arguments, evaluate evidence, and situate academic debates within broader intellectual traditions. 2. Interpret and evaluate primary and secondary literature with academic rigour, drawing on appropriate methodological approaches, and historical and socio-political contexts shaping scholarly production. 3. Synthesise complex ideas from diverse sources and communicate them effectively in oral, written, and multimodal formats with clarity and coherence. 4. Apply theoretical and conceptual frameworks to analyse historical, political, societal, cultural and educational issues in diverse contexts, and their impact on knowledge creation and its interpretation. 5. Deliberate, debate, and critically interrogate key issues, demonstrating the ability to create informed and well-reasoned arguments, and question and challenge scholarly assumptions and interpretative frameworks. 	
Typical Teaching Methods	Typical Assessment Methods

<ul style="list-style-type: none"> • Lectures involving interactive approaches where critical input is sought. • Small group seminars. • Structured debates on contemporary issues. • Discussions of readings. • Supervised research tasks, building analytical independence. • Workshops on academic writing and argumentation. 	<ul style="list-style-type: none"> • Seen and unseen written examinations. • Oral examinations. • Presentations. • Coursework assignments, including written essays, research papers, reflective journals, critical literature reviews, and book reviews. • Facilitation of classroom activities, such as seminars and tutorials. • Annotated bibliographies and position papers. • Curriculum analysis tasks and microteaching activities applying knowledge of the IIS Secondary Curriculum to practical teaching. • A written dissertation.
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Learning Outcomes: Subject-based practical skills

By the end of the programme, you will be able to:

1. Critically assess past and present challenges in Muslim societies with cultural sensitivity and ethical awareness, developing a well-grounded appreciation of the diversity of Muslim, including Ismaili, communities and living traditions.
2. Design and deliver inclusive, learner-centred, and ethically grounded teaching of the IIS Secondary Curriculum, demonstrating sensitivity to diverse learning needs and contextual realities.
3. Demonstrate professionalism and contextual awareness, applying ethical reasoning, cultural sensitivity, and responsible engagement in educational and community settings.
4. Plan, assess, and manage learning effectively in secondary classrooms, using approaches that support meaningful, equitable, and impactful learning experiences.
5. Adapt pedagogical strategies to diverse learners and contexts, integrating critical pedagogy, reflective practice, and ethical reasoning while engaging thoughtfully with primary and secondary sources relevant to the subject matter.

Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • Lectures and small group seminars. • Deep reading and pertinent individual tasks. • Micro-teaching sessions with feedback. • Teaching placements applying theory to practice. • Curriculum, module, and lesson plan design workshops based on IIS SC. • Professional Development Communities (PLCs) supporting professional practice and reflective practice. 	<ul style="list-style-type: none"> • Seen and unseen written examinations. • Oral examinations. • Presentations. • Coursework assignments, including written essays, research papers, reflective journals, critical literature reviews, and book reviews. • Annotated bibliographies and position papers. • Curriculum analysis tasks and microteaching activities applying knowledge of the IIS Secondary Curriculum to practical teaching. • Teaching portfolios documenting planning, delivery, and reflection. • Teaching observations in placement settings. • Lesson plans and modular plans aligned with IIS curriculum aims and contextual/learner needs. • Reflective journals. • A written dissertation.

Learning Outcomes: Transferable skills

By the end of the programme, you will be able to:

1. Work collaboratively and demonstrate leadership, empathy, and professional responsibility, contributing effectively to school and community-based initiatives independently and as a team.

<ol style="list-style-type: none"> 2. Engage constructively with and appreciate diverse perspectives, upholding pluralism, inclusion, and respectful dialogue in academic, professional and community contexts. 3. Communicate complex ideas clearly and appropriately using effective written and verbal skills to construct and present informed and well-reasoned arguments. 4. Engage critically with a broad range of knowledge across diverse subject areas, identifying key issues and questions, adopting appropriate study or research approaches, and systematising information efficiently and logically. 5. Reflect critically on your personal and professional development, enhancing your capacity for ongoing learning, independent research, and the production of substantial written work. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • Teaching placements applying theory to practice. • Micro-teaching sessions with feedback. • Curriculum, module, and lesson plan design workshops based on IIS SC. • Group projects fostering collaboration and leadership. • Professional Development Communities (PLCs) supporting professional practice and reflective practice. • Lesson and modular planning with feedback. • Community-engagement activities aligned with IIS ethos. • Peer-learning sessions encouraging mutual support. 	<ul style="list-style-type: none"> • Seen and unseen written examinations. • Oral examinations. • Presentations. • Coursework assignments, including written essays, research papers, reflective journals, critical literature reviews, and book reviews. • Annotated bibliographies and position papers. • Curriculum analysis tasks and microteaching activities applying knowledge of the IIS. Secondary Curriculum to practical teaching. • Teaching portfolios documenting planning, delivery, and reflection. • Teaching observations in placement settings. • Lesson plans and modular plans aligned with IIS curriculum aims and contextual/learner needs. • Peer-assessment components evaluating individual and teamwork contributions.
General statement on contact hours – undergraduate programmes	
<p>All full-time undergraduate programmes consist of 120 credits per year, in modules of 30 or 15 credits. They are taught over 10 or 20 weeks. The programme structure shows which modules are compulsory and which optional.</p> <p>As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see https://www.soas.ac.uk/admissions/ug/teaching/). Also included are class time, which may include lectures, seminars and other classes. Some subjects may have more class time than others – a typical example of this are language acquisition modules.</p> <p>In the Department of [...], most undergraduate modules have a [...] -hour lecture every week. Some, but not all, also have a [...] -hour seminar every week/every [...] weeks.</p> <p>More information can be found on individual module pages.</p>	
General statement on contact hours – postgraduate programmes	
<p>Masters programmes (with the exception of two-year full-time MAs) consist of 180 credits, made up of taught modules of 30 or 15 credits, taught over 10 or 20 weeks, and a dissertation of 60 credits. The programme structure shows which modules are compulsory and which optional.</p> <p>As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see https://www.soas.ac.uk/admissions/ug/teaching/) such as reading and research, preparing coursework, revising for examinations and so on. Also included is class time, for example lectures, seminars and other classes. Some subjects may have more class time than others – a typical example of this are language acquisition modules.</p> <p>At SOAS, most postgraduate modules have a one-hour lecture and a one-hour seminar every week, but this does vary.</p> <p>More information can be found on individual module pages.</p>	