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Islamic Studies provision in the UK

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Glossary of Abbreviations and Acronyms

CATS: Credit Accumulation and Transfer Scheme

ECTS: European Credit Transfer and Accumulation System

HEFCE: Higher Education Funding Council for England

HEI: Higher Education Institution

HESA: Higher Education Statistics Agency

PG: Postgraduate

RAE: Research Assessment Exercise

REF: Research Excellence Framework

SOAS: School of Oriental and African Studies

UG: Undergraduate

Executive Summary

1. This report presents an analysis of data on the provision of teaching in Islamic Studies at UK Higher Education Institutions. It is based on data collected for 1,101 modules in Islamic Studies and related disciplines identified at 110 of 161 institutions investigated.
2. The main findings of this report are:
 - a. Islamic Studies teaching is concentrated in a small number of pre-92 institutions, but limited provision can be found at most institutions surveyed.
 - b. Although a large amount of teaching takes place within a core of disciplines and departments traditionally associated with Islamic Studies, provision also takes place in a wide range of disciplines and departments.
 - c. Most Islamic Studies teaching takes place at level 2 and above. In terms of numbers of modules, the greatest provision is at Masters level.
 - d. A relatively small proportion of the modules identified contribute to named degrees in Islamic Studies.
 - e. Although a large number of modules are devoted entirely to Islamic Studies topics, Islamic Studies is also taught in many modules for which Islam is not the primary focus.

Introduction

3. The Subject Centres for Languages, Linguistics and Area Studies and Philosophical and Religious Studies were commissioned by the Higher Education Funding Council for England (HEFCE) to provide data on the provision¹ of teaching in Islamic Studies at modular level at Higher Education Institutions (HEIs) across the UK. The data collected fills a gap in knowledge related to Islamic Studies provision, as previous research carried out by HEFCE was only able to identify student numbers based on named Islamic Studies programmes.² Previous research carried out by the Subject Centres for Languages, Linguistics and Area Studies and Philosophical and Religious Studies had shown that Islamic Studies provision is located in a wide variety of departments and centres in the UK and internationally.³ The present report

¹ Throughout this report, we use the term 'provision' to mean availability of modules and volume of teaching, with no further inference related to student numbers or student activity.

² See (2008) HEFCE. Islamic Studies: trends and profiles. Bristol: HEFCE. Available at: http://www.hefce.ac.uk/pubs/hefce/2008/08_09/

³ (2008) Bunt, G. and Bernasek, L. (eds.) Subject Centres for Languages, Linguistics and Area Studies and Philosophical and Religious Studies. *International Approaches to Islamic Studies in Higher Education: a report to HEFCE*. Bristol: HEFCE. Available

provides data to support this and gives more specific details about the institutions, departments and disciplines in which Islamic Studies provision can be found.

4. For the purposes of this study, Islamic Studies is applied as an umbrella term which includes the study of Islam and Muslim societies in a variety of disciplines such as, but not exclusively, Religious Studies, Theology, Language Studies and Linguistics (in particular in relation to Arabic, but also including Turkish, Persian and other 'Muslim' languages), International Relations, Law, Finance and Business Studies, History, Literature and Textual Studies, Security Studies, Economics, Education, Science, Philosophy, Art, Media Studies, Cultural Studies, Politics, Anthropology and Sociology, and interdisciplinary Area Studies programmes, for example those associated with Middle East or South Asian Studies.
5. Data was collected from May 2009 to August 2009 by a team based in the Subject Centre for Languages, Linguistics and Area Studies. This report covers all 156 degree-awarding bodies listed by the Department for Innovation, Universities and Skills.⁴ It also includes data from four Muslim institutions and one other institution that provide teaching for degrees validated by publicly-funded bodies. The report is based on a total number of 1,101 modules.
6. After a discussion of the methodology, sources and data collected as part of the research, this report presents results in relation to the following categories: provision by institution; provision by institution type; provision by discipline; provision by department; provision by level; provision by degree programme; and provision by percentage of module devoted to Islamic Studies.

Methodology and Sources

7. This report provides information on the provision of Islamic Studies-related modules at all institutions with degree awarding status in the UK. Modules were identified at 110 of 156 degree awarding bodies listed by the Department for Innovation, Universities and Skills, as well as at four Muslim institutions and one other institution providing modules that lead to degrees validated by publicly-funded institutions. A full list of institutions included in the research can be found in Appendix A. The report is based on a total number of 1,101 modules.
8. Data collection began with a randomised sample of institutions and was eventually expanded to include all Higher Education Institutions in the UK. In order to avoid bringing bias into our sample through our existing knowledge of Islamic Studies provision, we generated a list of all UK HEIs and divided them into two lists, one of institutions in existence before 1992 (pre-92) and one of institutions granted university status after the Further and Higher Education

at: http://www.hefce.ac.uk/pubs/rereports/2008/rd07_08/ (accessed 30 November 2009).

⁴ Department for Innovation, Universities and Skills, Recognised Bodies: <http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=1> (accessed 30 November 2009).

Acts of 1992 (post-92).⁵ To decide the order in which HEIs would be entered we placed each list into an online random lists generator. Each person inputting the data then worked through the list alternating between pre-92 and post-92 lists.

9. The data was entered into an online database from May 2009 to August 2009 by a team based in the Subject Centre for Languages, Linguistics and Area Studies. The main source of information was institution websites which gave details of the modules offered by departments in that institution. Data was obtained through a combination of searches within online module catalogues and departmental websites. Provision was examined on an institutional rather than on a subject basis in order to avoid duplication.
10. The data collected represents modules available at the time of research and writing. As such, it represents a snapshot of Islamic Studies activity in higher education at a certain point in time. It is recognised that elements of this provision may be fluid in nature, for example modules may be offered during different academic sessions subject to demand. The data is based on publicly-available information on institutional websites and it was assumed that the information provided by institutions was accurate and up to date.
11. Researchers followed a broad definition of Islamic Studies, as outlined above, including modules that had limited coverage of Islam, in order to give as broad a picture as possible of available provision.

Data Collected

12. Researchers entered data on specific modules into a database designed for the project by Sugarcube IT.⁶ The database allowed for entry of the following categories for each module:

Table 1 Data collected for modules

Category	Notes
Module title	Title of the module as stated
Module description	Taken from institution's website or module handbook
Module type	Undergraduate (UG) or Postgraduate (PG)
Level	Selected from drop down list (Levels 1-4, Masters, MPhil, PhD, UG other, PG other)
Institution	Institution name
Institution website	Institutional URL

⁵ Two further categories, "Other" which includes University Colleges and Colleges of Higher Education, and "Muslim Institution" were also used in the research, but pre-92 and post-92 were the two main categories used for the randomised sample of institutions.

⁶ Sugarcube IT, <http://www.sugarcubeit.co.uk> (accessed 30 November 2009).

Category	Notes
Institution type	Selected from drop down list (pre-92, post-92, Muslim Institution, Other)
Department	This is the actual name of department or school in which the module is offered. This may not directly reflect the title or discipline of the module. It could also be very general, e.g. School of Humanities.
Discipline(s)	The discipline reflects the content of the module and not the degree programme or department of which it is part. For example, a module on the history of the Middle East would be labelled 'history' irrespective of whether it was offered in a history department or a Middle East Studies department. More than one discipline may be entered for each module.
Degree scheme	This is the named degree programme into which the module is reported to feed. This may be very different to the department or discipline.
Module percentage	The percentage of the module which focuses on Islam. This has been estimated by the researchers based on available module descriptions and not by the HEI.
Credit Accumulation and Transfer Scheme (CATS)/ European Credit Transfer and Accumulation System (ECTS) credit	As stated in the module handbook or department website.
Source URL	This is a direct link to information about the module on the internet.
Source document	A link to any documents related to the module.

13. The database was also designed to allow reporting by various categories and has an advanced search function. The database and its reporting functions have been designed to be flexible enough to accommodate future changes in provision or the need for further data collection and research. It is envisioned that the database will be of great use in future planning for Islamic Studies-related projects.

Results

Provision by Institution

14. Figure 1 shows the distribution of modules at institutions with more than five modules in Islamic Studies. Table 2 shows the full range of institutions with at least one module in Islamic Studies. As described above, numbers of modules are based on publicly-available information on institutional websites between May and August 2009. The data shows that broad provision is concentrated in a small number of institutions, but that some provision can be found at a large number of institutions.

15. The Muslim institutions included and their validating bodies are indicated in Table 2 with **. These are: Al-Maktoum Institute (University of Aberdeen); Islamic College (Middlesex University); Markfield Institute (University of Gloucestershire); and Muslim College (Birkbeck College, University of London). Modules are also included from the Prince's School of Traditional Arts (validated by the University of Wales).

Figure 1 Institutions with more than five modules in Islamic Studies

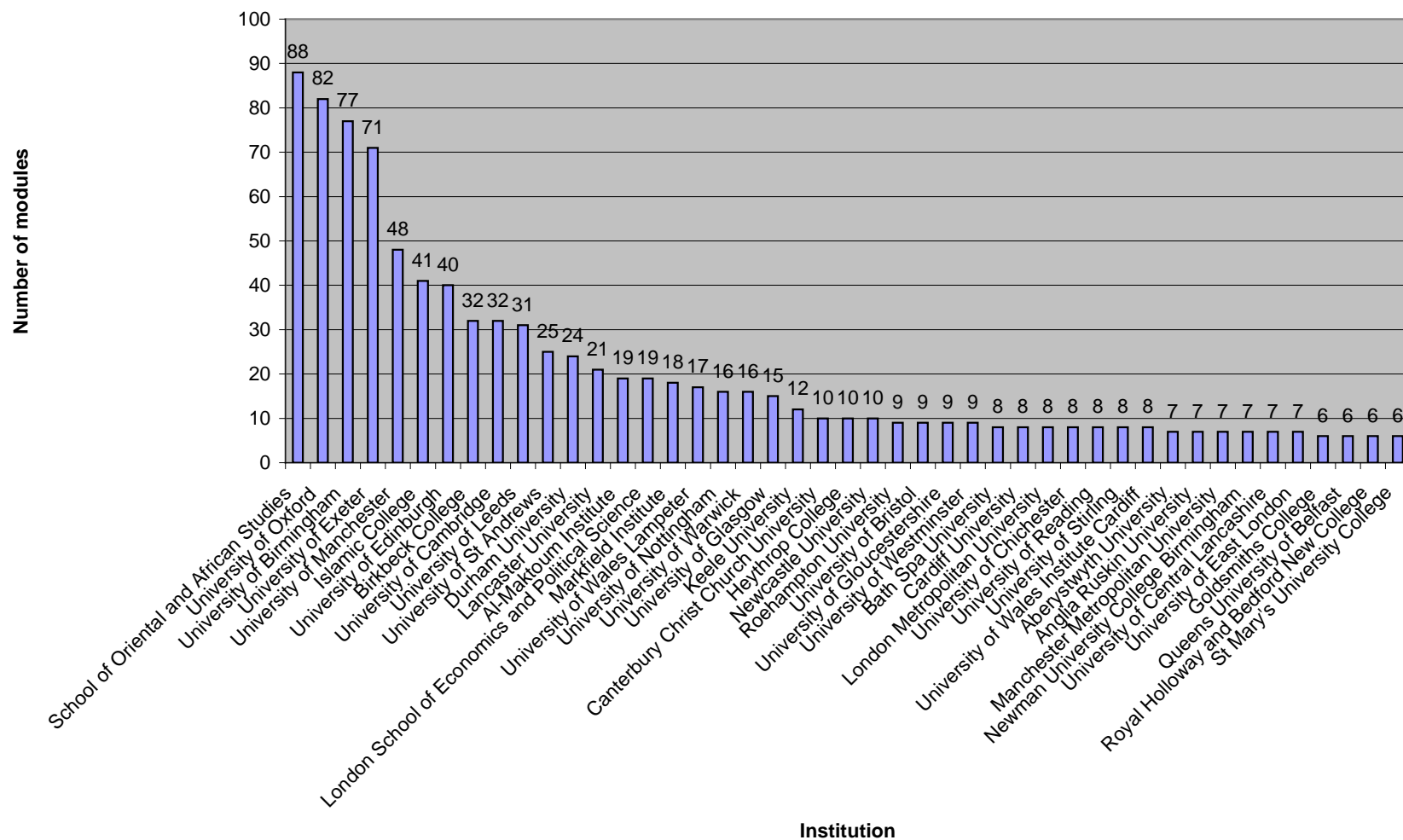


Table 2 Islamic Studies modules by institution

Institution Name	Modules*
School of Oriental and African Studies	88
University of Oxford	82
University of Birmingham	77
University of Exeter	71
University of Manchester	48
**Islamic College, London (validated by Middlesex University)	41
University of Edinburgh	40
Birkbeck College	32
University of Cambridge	32
University of Leeds	31
University of St Andrews	25
Durham University	24
Lancaster University	21
**Al-Maktoum Institute (validated by University of Aberdeen)	19
London School of Economics and Political Science	19
**Markfield Institute (validated by University of Gloucestershire)	18
University of Wales Lampeter	17
University of Nottingham	16
University of Warwick	16
University of Glasgow	15
Keele University	12
Canterbury Christ Church University	10
Heythrop College	10
Newcastle University	10
Roehampton University	9
University of Bristol	9
University of Gloucestershire	9
University of Westminster	9
Bath Spa University	8
Cardiff University	8
London Metropolitan University	8
University of Chichester	8
University of Reading	8
University of Stirling	8
University of Wales Institute Cardiff	8
Aberystwyth University	7
Anglia Ruskin University	7
Manchester Metropolitan University	7
Newman University College Birmingham	7
University of Central Lancashire	7
University of East London	7
Goldsmiths College	6
Queens University of Belfast	6
Royal Holloway and Bedford New College	6
St Mary's University College	6
Bangor University	5

Institution Name	Modules*
Leeds Trinity University College	5
**Muslim College, London (validated by Birkbeck College)	5
Open University	5
University of Aberdeen	5
University of Chester	5
University of Liverpool	5
University of Southampton	5
University of Sussex	5
King's College London	4
Queen Mary, University of London	4
University College London	4
University of Buckingham	4
University of East Anglia	4
University of Huddersfield	4
University of Hull	4
University of Kent	4
University of Wolverhampton	4
Brunel University	3
City University London	3
Oxford Brookes University	3
The Prince's School of Traditional Arts (validated by University of Wales)	3
Trinity University College	3
University of Bradford	3
University of Plymouth	3
University of Salford	3
University of Wales Newport	3
University of York	3
York St John University	3
Birmingham City University	2
Bishop Grosseteste University College	2
BPP College of Professional Studies	2
Coventry University	2
De Montfort University	2
Institute of Education, London	2
Kingston University, London	2
Leeds Metropolitan University	2
Liverpool Hope University	2
Loughborough University	2
Nottingham Trent University	2
Swansea University	2
University of Bath	2
University of Bolton	2
University of Cumbria	2
University of Glamorgan	2
University of Sheffield	2
University of Sunderland	2
University of the West of Scotland	2
University of Winchester	2

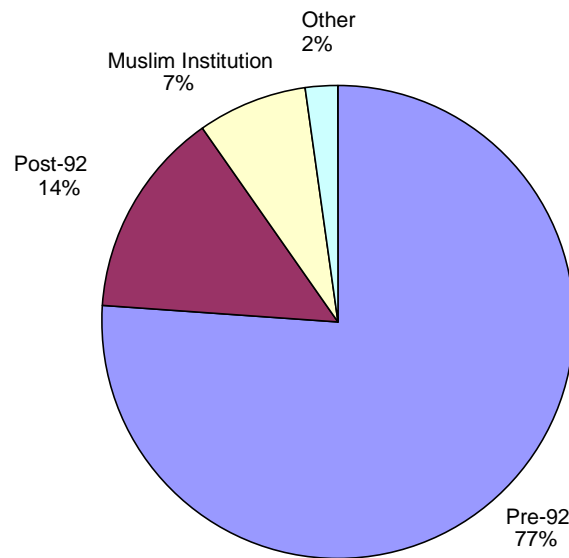
Institution Name	Modules*
Aston University	1
Edge Hill University	1
London School of Hygiene and Tropical Medicine	1
London South Bank University	1
Middlesex University	1
Staffordshire University	1
University of Dundee	1
University of Essex	1
University of Greenwich	1
University of Leicester	1
University of Northampton	1
University of Northumbria at Newcastle	1
University of Portsmouth	1
University of Strathclyde	1
University of Wales	1
* Numbers of modules are based on publicly-available information on institutional websites between May and August 2009.	
** Muslim institution providing modules leading to validated degrees.	

16. Of the 1,101 modules identified, 732 are taught at 20 institutions. This means that 66% of the modules in Islamic Studies are taught at 12% of the institutions. However, of the 161 institutions included, 110 (68%) have at least one module related to Islamic Studies.
17. There is a substantial difference between the number of modules provided at the first four universities – the School of Oriental and African Studies (SOAS), Oxford, Birmingham and Exeter (scaling 88, 82, 77 and 71 respectively) – and the next groupings: Manchester and Edinburgh (scaling 48 and 40) and Cambridge, Birkbeck and Leeds (scaling 32, 32, 31).
18. Although detailed analysis of the geographical location of Islamic Studies provision is beyond the scope of the present report, it is interesting to note that areas with low Muslim populations may have substantial Islamic Studies presence – e.g. Exeter and Edinburgh – because of a sustained history of Middle Eastern Studies. Conversely, there may be relatively limited Islamic Studies provision at higher education level in urban conurbations with higher Muslim populations. Of the ten largest providers according to our data, SOAS (in London), Birmingham, Manchester, Birkbeck (in London) and Leeds are located in areas with relatively high Muslim populations. There are also major conurbations with relatively high Muslim populations, but without a substantial Islamic Studies presence in higher education institutions (e.g. Bradford).

Provision by Type of Institution

19. As shown in Figure 2, the vast majority of modules (837, or 76%) are provided at pre-92 institutions. Post-92 institutions account for 157 (14%) of the total of 1,101 identified modules. This is related to the concentration of provision in a small number of HEIs (see above).

Figure 2 Islamic Studies provision by type of institution



20. With 82 modules, the four Muslim institutions surveyed offer significant provision leading to degrees validated by publicly-funded institutions. The 'Other' category, with 24 modules, includes University Colleges and Colleges of Higher Education. A full list of institutions included in the research can be found in Appendix A.

Provision by Discipline

21. Figure 3 shows the disciplines with 20 or more modules in Islamic Studies. The largest disciplines for Islamic Studies are Religious Studies (28%), Politics (17%), and History (16%).
22. Table 3 shows the full range of disciplines that have identified modules in Islamic Studies. Modules were allocated more than one discipline when researchers determined that there was substantial content in more than one area, therefore the total figure exceeds the total number of modules identified.
23. Although the majority of provision is in disciplines traditionally associated with Islamic Studies (Religious Studies, Politics and History), the research has shown that a large number of modules (39%) are found in other disciplines, many of which could be considered outside the traditional core of Islamic Studies. Significant provision in disciplines like Law, Sociology, Art and Finance has been uncovered.

Figure 3 Disciplines with 20 or more modules in Islamic Studies

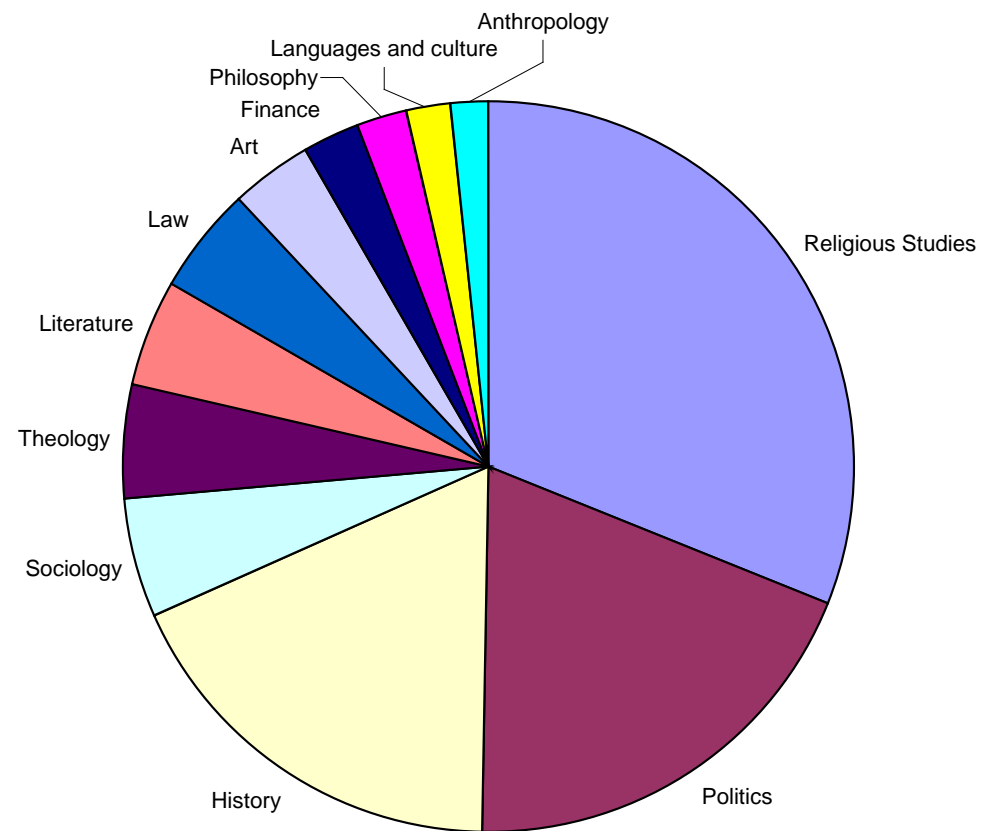


Table 3 Islamic Studies modules by discipline

Discipline	Modules	Percentage
Religious Studies	383	28%
Politics	238	17%
History	220	16%
Sociology	65	5%
Theology	64	5%
Literature	59	4%
Law	56	4%
Art	46	3%
Finance	30	2%
Languages and Culture	26	2%
Philosophy	26	2%
Anthropology	20	1%
Cultural Studies	18	1%
Gender Studies	16	1%
Education	15	1%
Media and Communications	15	1%
Archaeology	14	1%
Architecture	14	1%
Economics	14	1%
English	5	<1%
Methodology	5	<1%
Management	4	<1%
Geography	3	<1%
Music	3	<1%
Film Studies	2	<1%
Environmental Studies	1	<1%
Medical Studies	1	<1%
Psychology	1	<1%
Social Work	1	<1%

24. Although many modules are devoted entirely to Islamic Studies topics, our research demonstrates that Islamic Studies is also taught in many modules for which Islam is not the primary focus (see discussion of provision by percentage below). This includes modules in the fields of Area Studies and Religious Studies. Different levels of knowledge are acquired in general introductory survey courses, which can act as a springboard to more specialised studies in a range of modules associated with the study of Islam. Studying Islam can form part of a subtext for language courses, including the study of a range of languages associated with Muslim societies such as Arabic, Persian, Turkish and Urdu.
25. Introductory courses can also form part of advanced studies, for example in Masters programmes where students may have no prior knowledge of Islam. Knowledge of Islam and Muslim societies can be a subtext within some modules, for example historical or anthropological surveys, or those exploring Muslim politics. Legal studies, ranging from work on Arabic law texts through to law in minority contexts, require acquisition of knowledge about Islam and Muslim societies. Awareness of Islam is essential within analysis of content on other modules, including those within the spheres of Cultural Studies, Literature, Art, Archaeology, and Media and Communications. Knowledge of

the dynamics of Muslim worldviews can inform sociology modules, for example those exploring race and racism, and gender studies. Elements of knowledge about Islam are also required in the studies of other religious and cultural frameworks.

26. While the titles of modules only offer a reference point to their content, it is interesting (if not particularly scientific) to glean a snapshot of the state of the discipline through keyword searches. The word 'Islam' and variations ('Islamic', 'Islamism') occurs 471 times in the listing of 1,101 modules. The word 'Muslim(s)' features 76 times. The term 'Islamic Studies' occurs eight times as part of module titles. The word 'Qur'an' is represented 29 times. The word 'terror' or 'terrorism' features 24 times. The word 'Muhammad' is listed eight times. These terms offer an indication of a module's key subject focus or specialism, although core subjects such as the Qur'an and Muhammad are likely to feature across Islam-related modules.

Provision by Department

27. Figure 4 shows Islamic Studies provision by department type for departments with 20 or more modules related to Islamic Studies. Table 4 shows the full range of departments with modules in Islamic Studies. The department types with the largest amount of provision are: Theology and Religious Studies (21%), Arabic and Middle Eastern Studies (16%), Politics, Government and International Relations (12%) and History (9%). These groupings include departments with a wide variety of names and remits (e.g. some departments may only teach Religious Studies, not Theology). Again the data reflects that the majority of Islamic Studies provision takes place in departments that are known to be historically important to Islamic Studies, but that provision can be found in a much broader range of departments as well.
28. It is possible to find modules related to Islam across a range of departments and disciplinary frameworks, indicating a diversity of approaches to subject matter. The content of specific 'Islam' modules in Politics, for example, may differ in many ways to those taught in Religious Studies departments – in terms of methodology, comparative approaches, and texts used. There may also be substantial similarities, in terms of core themes, primary sources, and narratives. Both may share specific textbooks and other resources.

Figure 4 Departments with 20 or more modules in Islamic Studies

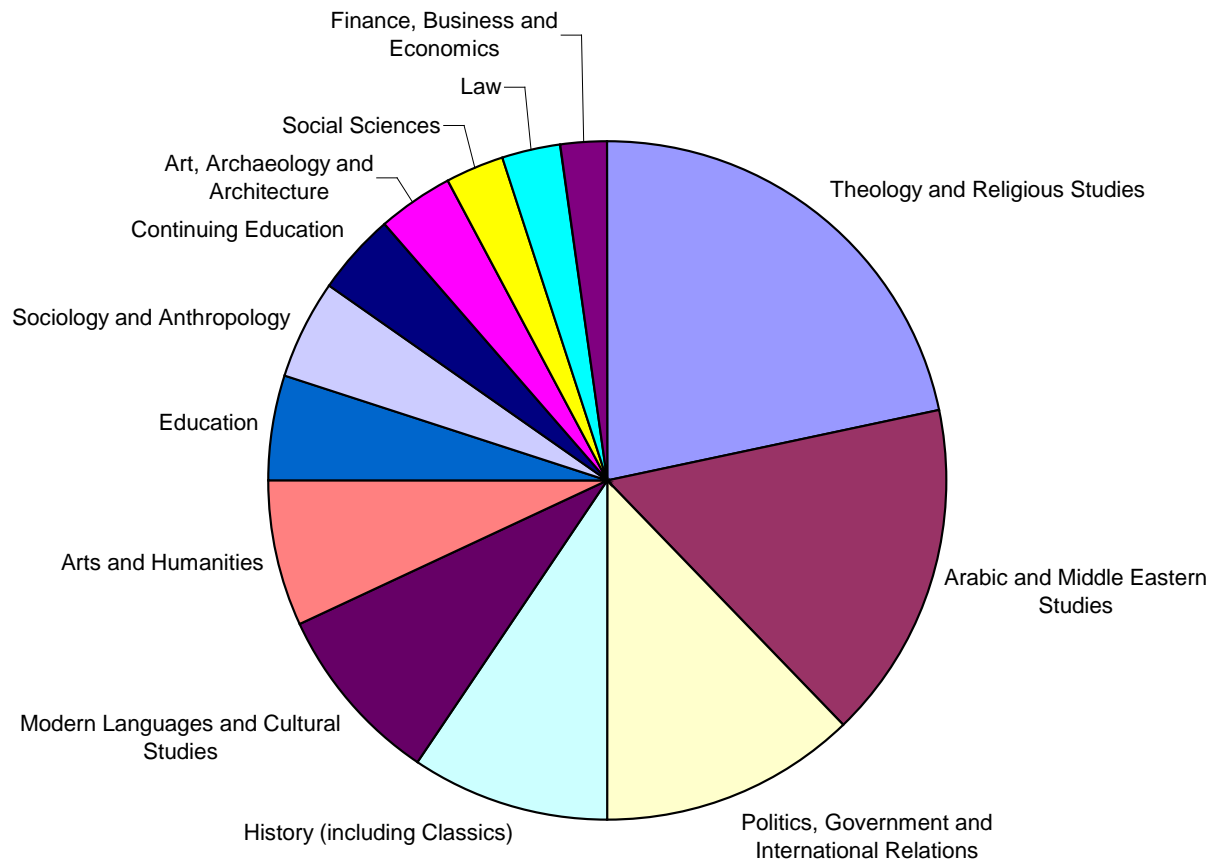


Table 4 Islamic Studies modules by department

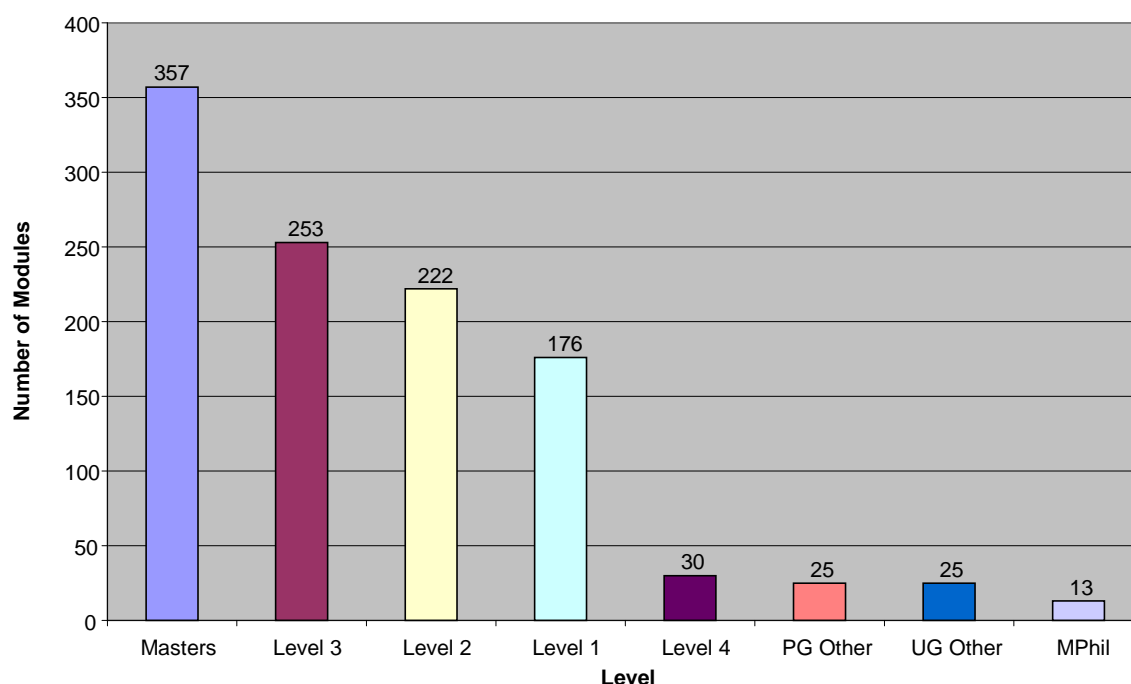
Department	Modules	Percentage
Theology and Religious Studies	214	21%
Arabic and Middle Eastern Studies	162	16%
Politics, Government and International Relations	121	12%
History (including Classics)	94	9%
Modern Languages and Cultural Studies	86	8%
Arts and Humanities	69	7%
Education	50	5%
Sociology and Anthropology	45	4%
Continuing Education	39	4%
Art, Archaeology and Architecture	37	4%
Social Sciences	28	3%
Law	26	3%
Finance, Business and Economics	23	2%
Philosophy	11	1%
Gender Studies	7	1%
Music	3	<1%
Geography	3	<1%
Psychology	1	<1%

Provision by Level⁷

29. As shown in Figure 5, most modules identified are at level 2 (second year of an undergraduate degree course) or above. Researchers identified 706 undergraduate modules and 395 postgraduate modules. 32% of the modules identified are at Masters level.
30. The bulk of module provision was in levels 2 and 3, with 475 modules represented. This compares to 357 at Masters level. A small number (30 modules) at level 4 indicates content in Scottish universities. The provision of introductory modules may be segmented within the level 1 category, with 176 modules – although it is clearly possible to have introductory modules at other levels (through to Masters). There is no indicator as to whether modules were delivered on-site or through other learning methods, including distance learning and e-learning. The UG Other category, with 25 modules, includes access courses and continuing education courses which act as a feeder (in some cases) to further study. These may be significant in drawing a wider range of students into the study of Islam, from diverse social and economic backgrounds.

⁷ Researchers assigned levels to modules from the following options: Levels 1-4 (corresponding to Years 1-4 of an undergraduate degree course), Masters, MPhil, PhD, UG other (including access and continuing education courses), PG other (including PGCE and other postgraduate degree courses).

Figure 5 Islamic Studies provision by level

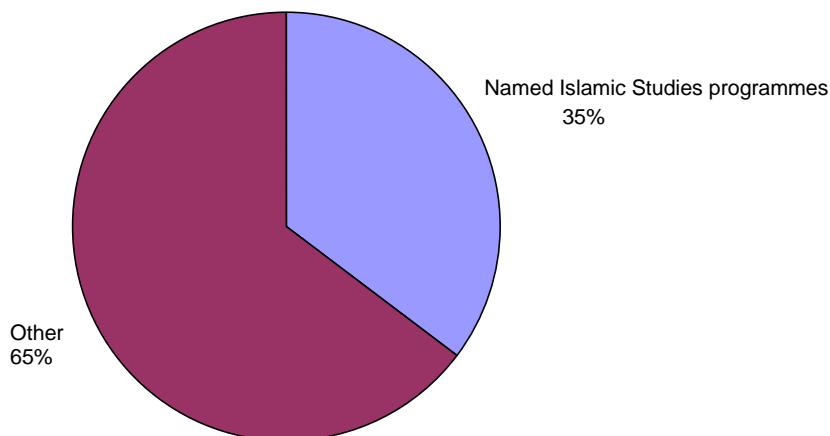


31. Some modules are clearly designed to bring students up to speed on the basics of Islam and Muslim societies, prior to focusing on a specialism (for example, in the field of law). Some modules may presume or require a prior knowledge of Islam, including those focusing on specific Muslim studentships, or those programmes requiring entry specifications (i.e. Masters programmes), or other programmes where students have already taken introductory modules (either in the same institution or elsewhere). These modules may be significant in terms of acting as feeders in encouraging further studies in Islamic Studies, including at postgraduate level. These may be at MA level, but also MPhil and PhD research degrees.
32. The study of Islam is an increasingly significant subject at Masters level, attracting a range of students, including those crossing disciplines from the subject matter and methodology of original degrees. An introductory module at Masters level should, theoretically, differ in terms of learning approaches and outcomes from that of a level 2 or above module. Determining the extent of this difference is beyond the scope of the present survey. However, there may be institutions that show little difference in terms of module content between levels, and also have a sharing of learning and teaching resources and provision.

Provision by Degree Programme

33. Modules surveyed fed into a wide range of degree programmes, reflecting the breadth of Islamic Studies provision discussed elsewhere in this report. As shown in Figure 6, of the 1,101 modules surveyed, only 35% were found to contribute to named Islamic Studies programmes. This figure includes degree programmes with the words 'Islamic Studies', 'Islamic' (e.g. Islamic Finance), or 'Muslim' in the degree title. The rest of the modules were part of degree programmes in a variety of other disciplines.

Figure 6 Islamic Studies provision by degree programme



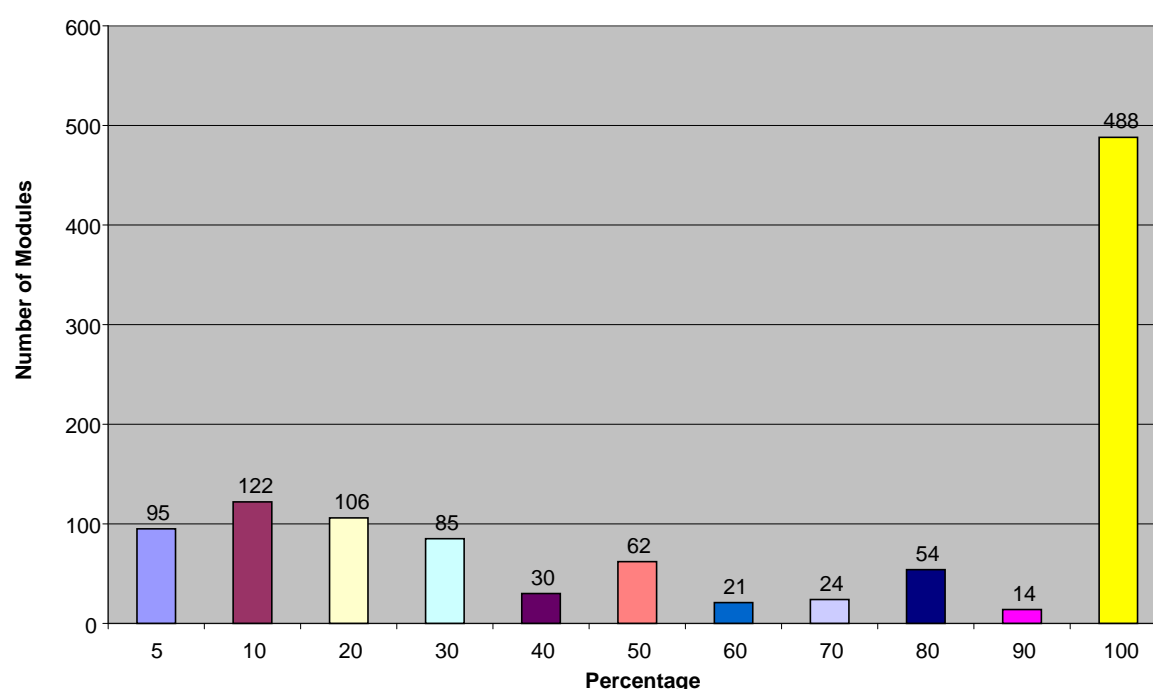
34. Previous research carried out by HEFCE and based on Higher Education Statistics Agency (HESA) data for students enrolled on named Islamic Studies degree programmes was able to identify only 635 students studying Islamic Studies across all years of study in 2005-06.⁸ As our data shows that only a small proportion of modules feed directly into named Islamic Studies degree programmes, even without data on numbers of students taking up these modules we can confidently say that numbers of students studying Islamic Studies in some form are much larger than can be identified through named Islamic Studies degrees alone.

Provision by Percentage Devoted to Islamic Studies

35. Figure 7 shows the number of modules by percentage of the module devoted to Islamic Studies. A large number of modules found are devoted entirely to Islamic Studies, but many modules with only limited coverage of Islam have also been identified.

⁸ (2008) HEFCE. Islamic studies: trends and profiles. Bristol: HEFCE. Available at: http://www.hefce.ac.uk/pubs/hefce/2008/08_09/, p. 2.

Figure 7 Provision by percentage of module on Islamic Studies



36. The percentages were determined by the researchers based on available module descriptions. Of a total of 1,101 modules in the survey, 488 were determined to be totally focused on the study of Islam and Muslims in some form. Significantly, the lower range of content (5%-30%) included 408 modules, demonstrating in some cases the significance of the study of Islam as a subtext to other subject areas. 113 modules featured in the 40%-60% range. 92 modules were in the 70%-90% range. While these content indicators are subjective, they provide a snapshot of provision – demonstrating the importance of Islamic Studies as a single discipline *and* as a critical reference point in other disciplinary frameworks.

Areas for Future Research

Student Numbers and Background

37. Future research might determine the numbers of students studying these modules, which could be built into an analysis. Research published by HEFCE in 2008 indicates the universities with the largest numbers of students enrolled on named Islamic Studies programmes.⁹ According to this research, the five universities with the most Islamic Studies students at all qualification aims are: University of Birmingham, University of Exeter, University of Leeds, SOAS, and University of Wales, Lampeter.¹⁰ Although these five universities are at the top end of the scale for module provision as determined by our research, our data does not correspond exactly to the data for student numbers. This is likely due to a variety of factors, including the possibility that universities with a large amount of teaching in Islamic Studies and related

⁹ (2008) HEFCE. Islamic studies: trends and profiles. Bristol: HEFCE. Available at: http://www.hefce.ac.uk/pubs/hefce/2008/08_09/

¹⁰ Ibid. p. 9.

disciplines may not offer named degrees in Islamic Studies. The data gathered for this project shows that modules that form part of a named degree in Islamic Studies are only a small fraction of the modules available.

38. It may also be that institutions with fewer modules, providing introductory modules, are reaching a greater number of students, who will not necessarily be enrolled in named Islamic Studies programmes. There are critical issues associated with range of students (perhaps only taking one Islamic Studies-related module or part-module) and those lesser numbers studying the subject in greater depth through a broad range of modules. There are also issues associated with the profiles of students and whether they are full-time, part-time, or distance-learning students. There is a role for a range of provision of Islamic Studies modules and content.
39. There may also be issues associated with levels of access to these institutions, in terms of socio-economic indicators. To what extent are the high levels of provision accessible to those from lower socio-economic groups, including Muslims who fall into that grouping? HEFCE's data report cited above indicated that 43% of Islamic Studies students at all levels (and 57% studying for a first degree) were of Asian or Asian British backgrounds.¹¹ This may indicate a significant proportion of Muslim students, but further research would be needed to accurately determine numbers of Muslim students on these programmes, or whether Muslim students aspire to participate in these programmes.
40. Significant information could be gained by researching the number of Muslim students from the UK working in different areas of Islamic Studies, for example those focused on issues relating to Muslim communities in the UK, or those working on language programmes.

Links Between Teaching and Research

41. The present report has been limited to gathering data on module provision at UK HEIs. In future research it would be interesting to match the data with, for example, indications of departmental research excellence (as determined in the Research Assessment Exercise (RAE) or Research Excellence Framework (REF)) and teaching quality indicators. As well as drawing in high-calibre international and UK students, modules provided may contribute to the fostering of a research culture within an institution and could be incorporated into research training, for example for advanced students preparing to enter research programmes. Attracting international students in Islamic Studies through this kind of provision, in particular, can be significant in terms of generating substantial fee income for institutions.

Non-Degree Provision

42. Some modules offered as part of continuing education and other forms of non-degree provision are included in the data for this report. However, researchers also found a wide variety of short courses, evening classes and other types of modules that have not been included in the data. In addition, private institutions, including Muslim institutions, offer classes in Islamic Studies-related topics that do not lead to validated degrees and therefore have not been included in the data for this report. Further research could explore this type of provision, in particular to determine whether students might use these classes as a stepping stone to further or higher education

¹¹ Ibid. p. 12.

courses. It would also be interesting to determine how the content of such modules compares to the content of similar modules in publicly-funded HEIs.

Conclusions

43. Based on the data presented above, we can come to the following conclusions about Islamic Studies provision in the United Kingdom:
 - a. Provision of Islamic Studies is concentrated in a small number of pre-92 universities, but limited provision can be found at most institutions surveyed.
 - b. Although a large amount of provision takes place within a core of disciplines and departments traditionally associated with Islamic Studies, provision also takes place in a wide range of disciplines and departments.
 - c. Most Islamic Studies teaching takes place at level 2 and above. In terms of numbers of modules, the greatest provision is at Masters level.
 - d. A relatively small proportion of the modules identified contribute to named degrees in Islamic Studies.
 - e. Although many modules are devoted entirely to Islamic Studies topics, Islamic Studies is also taught in many modules for which Islam is not the primary focus.

Appendix A: List of institutions included in data for this report

Total number of institutions included: 161

- 156 recognised awarding bodies
- 4 Muslim institutions with validated degree courses
- 1 Other institution with validated degree courses

NF = institution where no modules were found

Number of institutions where modules were found: 110 (68%)

Pre-92:

- 1 Aberystwyth University
- 2 Aston University
- 3 Bangor University
- 4 Birkbeck College
- 5 Brunel University
- 6 Cardiff University
- 7 City University London
- 8 Cranfield University **NF**
- 9 Durham University
- 10 Goldsmiths College
- 11 Heriot-Watt University **NF**
- 12 Heythrop College
- 13 Imperial College of Science, Technology and Medicine **NF**
- 14 Institute of Education, London
- 15 Keele University
- 16 King's College London
- 17 Lancaster University
- 18 London Business School **NF**
- 19 London School of Economics and Political Science
- 20 Loughborough University
- 21 Newcastle University
- 22 Open University
- 23 Queen's University of Belfast
- 24 Queen Mary, University of London
- 25 Royal Holloway and Bedford New College
- 26 School of Oriental and African Studies
- 27 Swansea University
- 28 University College London
- 29 University of Aberdeen
- 30 University of Bath
- 31 University of Birmingham
- 32 University of Bradford
- 33 University of Bristol
- 34 University of Buckingham
- 35 University of Cambridge
- 36 University of Dundee
- 37 University of East Anglia
- 38 University of Edinburgh
- 39 University of Essex
- 40 University of Exeter
- 41 University of Glasgow
- 42 University of Hull

- 43 University of Kent
- 44 University of Leeds
- 45 University of Leicester
- 46 University of Liverpool
- 47 University of Manchester
- 48 University of Nottingham
- 49 University of Oxford
- 50 University of Reading
- 51 University of Salford
- 52 University of Sheffield
- 53 University of Southampton
- 54 University of St Andrews
- 55 University of Stirling
- 56 University of Strathclyde
- 57 University of Surrey **NF**
- 58 University of Sussex
- 59 University of Ulster **NF**
- 60 University of Wales
- 61 University of Wales Lampeter
- 62 University of Warwick
- 63 University of York

Post-92:

- 1 Anglia Ruskin University
- 2 Bath Spa University
- 3 Birmingham City University
- 4 Bournemouth University **NF**
- 5 Buckinghamshire New University **NF**
- 6 Canterbury Christ Church University
- 7 Coventry University
- 8 De Montfort University
- 9 Edge Hill University
- 10 Glasgow Caledonian University **NF**
- 11 Glyndŵr University **NF**
- 12 Kingston University
- 13 Leeds Metropolitan University
- 14 Leeds Trinity University College
- 15 Liverpool Hope University
- 16 Liverpool John Moores University **NF**
- 17 London Metropolitan University
- 18 London South Bank University
- 19 Manchester Metropolitan University
- 20 Middlesex University
- 21 Napier University **NF**
- 22 Newcastle University
- 23 Nottingham Trent University
- 24 Oxford Brookes University
- 25 Queen Margaret University **NF**
- 26 Robert Gordon University **NF**
- 27 Roehampton University
- 28 Sheffield Hallam University **NF**
- 29 Southampton Solent University **NF**
- 30 Staffordshire University
- 31 Swansea Metropolitan University **NF**

- 32 Thames Valley University **NF**
- 33 University of Abertay Dundee **NF**
- 34 University of Bedfordshire **NF**
- 35 University of Bolton
- 36 University of Brighton **NF**
- 37 University of Central Lancashire
- 38 University of Chester
- 39 University of Chichester
- 40 University of Cumbria
- 41 University of Derby **NF**
- 42 University of East London
- 43 University of Glamorgan
- 44 University of Gloucestershire
- 45 University of Greenwich
- 46 University of Hertfordshire **NF**
- 47 University of Huddersfield
- 48 University of Lincoln **NF**
- 49 University of Northampton
- 50 University of Northumbria at Newcastle
- 51 University of Plymouth
- 52 University of Portsmouth
- 53 University of Sunderland
- 54 University of Teesside **NF**
- 55 University of the Arts, London **NF**
- 56 University of the West of England, Bristol **NF**
- 57 University of the West of Scotland
- 58 University of Wales Institute Cardiff
- 59 University of Wales Newport
- 60 University of Westminster
- 61 University of Winchester
- 62 University of Wolverhampton
- 63 University of Worcester **NF**
- 64 York St John University

Other (including University Colleges and Colleges of Higher Education)

- 1 Archbishop of Canterbury **NF**
- 2 Arts University College at Bournemouth **NF**
- 3 Ashridge (Bonar Law Memorial) Trust **NF**
- 4 Bishop Grosseteste University College Lincoln
- 5 BPP College of Professional Studies
- 6 Central School of Speech and Drama **NF**
- 7 College of Law **NF**
- 8 Courtauld Institute of Art **NF**
- 9 Harper Adams University College **NF**
- 10 Institute of Cancer Research **NF**
- 11 London School of Hygiene and Tropical Medicine
- 12 Newman University College Birmingham
- 13 Norwich University College of the Arts **NF**
- 14 Prince's School of Traditional Arts (validated by University of Wales)
- 15 Royal Academy of Music **NF**
- 16 Royal Agricultural College **NF**
- 17 Royal College of Art **NF**
- 18 Royal College of Music **NF**
- 19 Royal Northern College of Music **NF**

- 20 Royal Scottish Academy of Music and Drama, Glasgow **NF**
- 21 Royal Veterinary College **NF**
- 22 St George's Hospital Medical School **NF**
- 23 St Mary's University College
- 24 School of Pharmacy **NF**
- 25 Trinity University College
- 26 UHI Millennium Institute **NF**
- 27 University College Birmingham **NF**
- 28 University College Falmouth **NF**
- 29 University College Plymouth, St Mark and St John **NF**
- 30 University for the Creative Arts **NF**

Muslim Institutions

- 1 Al-Maktoum Institute (validated by University of Aberdeen)
 - 2 Islamic College (validated by Middlesex University)
 - 3 Markfield Institute (validated by University of Gloucestershire)
 - 4 Muslim College (validated by Birkbeck College)
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