

SECONDARY TEACHER EDUCATION PROGRAMME

TOMORROW'S TEACHERS



PROSPECTUS 2019



The Institute of Ismaili Studies

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Welcome



Message from the Director of the IIS

The Institute of Ismaili Studies (IIS) was established in 1977 with the aims of promoting scholarship and learning on Muslim societies and cultures, historical as well as contemporary, and a better understanding of its relationship with other faith communities and cultures.

These objectives are realised through a range of programmes and activities organised and implemented by the various departments of the Institute. For those wishing to study at the IIS, the Department of Graduate Studies currently offers two postgraduate level programmes, the Graduate Programme in Islamic Studies and Humanities (GPISH) and the Secondary Teacher Education Programme (STEP).

Launched in 2007, STEP is a pioneering programme for training teachers who will teach the interdisciplinary Secondary Curriculum (also developed by the IIS) to young Ismaili students globally. The programme is delivered in close collaboration with the UCL Institute of Education (IOE) and SOAS University of London, and culminates in two awards: a Master's degree,

awarded by SOAS, and a Postgraduate Diploma, awarded by UCL. This collaboration is designed to address the training of teachers within a framework that links their Muslim heritage to the intellectual methods and best teaching practices available in current academic environments. Students will thus have the opportunity of cultivating their knowledge skills in order to deliver the best classroom experience to their pupils, and to pursue a rewarding and varied career in the field of religious education. I am sure that your time with the programme will represent an exciting experience, and I look forward to welcoming you in London.

Dr Farhad Daftary
Director, The Institute of Ismaili Studies



The Institute of Ismaili Studies

Message from the Director of the UCL Institute of Education



The UCL Institute of Education (IOE) is one of the foremost centres for education research and development internationally, located at the heart of London and in one of the world's leading universities.

Our collaboration with the Institute of Ismaili Studies (IIS) builds on more than 20 years of successful joint provision of teacher development programmes. It forms part of our wider work with other agencies of the Aga Khan Development Network, particularly the Aga Khan University and the Aga Khan Foundation. The relationship between us is extensive, longstanding and productive. Our institutions bring together complementary experience and expertise as well as a shared commitment to rigorous scholarship.

The IOE is delighted to be able to continue this important collaboration on the IIS Secondary Teacher Education Programme (STEP). On this dual award programme, STEP students

take the Post Graduate Diploma (PGDip) in Teaching and Reflective Practice at UCL. The PGDip provides a coherent teacher education programme with a teaching practice element. The aim is to support participants on their journey in becoming confident and highly effective classroom practitioners, and, just as importantly, to provide the skills and tools for participants to be able to take responsibility for their personal learning and ongoing professional development beyond the PGDip itself. I look forward to welcoming you to the IOE and hope that you will have a great experience studying with us.

Professor Becky Francis
Director, the UCL Institute of Education

Message from the Director of SOAS University of London



SOAS University of London is the only higher education institution in Europe specialising in the study of Asia, Africa and the Near and Middle East.

With our knowledge and expertise of our specialist regions, we are uniquely placed to inform and shape current thinking about the economic, political, cultural, security and religious challenges facing our world.

We are delighted that our relationship with the Institute of Ismaili Studies (IIS) has now become a formal collaboration. SOAS has similar aims.

We want to inspire our students to influence and shape the world in which we live. The IIS programme is of the highest standard and we are pleased to offer this formal recognition.

Baroness Valerie Amos
Director, The Institute of Ismaili Studies

Secondary Teacher Education Programme

Training and developing exceptional individuals to become teachers and mentors that inspire future generations wherever they are in the world.

STEP aims to produce professional secondary level teachers. It combines strong academic preparation with practice-based teacher training, in an intimate and welcoming learning environment. STEP is a fully funded scholarship programme, which covers the cost of tuition fees, accommodation and includes a living allowance.

Programme Structure and Key Outcomes

STEP caters directly for students wishing to embark upon a career in teaching within the wider Aga Khan network of institutions, with a particular focus on teaching at the Ismaili Religious Education Centres (RECs) at the secondary level world-wide.



Students are trained to teach humanities and religious studies with a particular emphasis on the IIS' Secondary Curriculum which explores the humanistic, civilisational and normative dimensions of religious education. STEP extends over two academic years and culminates in two postgraduate awards (Level 7):

- A **Master of Arts (MA) in Muslim Societies and Civilisations**, from SOAS University of London, and
- A **Post Graduate Diploma (PGDip) in Teaching and Reflective Practice**, from UCL.

Tailor-made for STEP, the MA and the PGDip form a bespoke programme specifically designed with the needs of STEP students, the Ismaili Tariqah and Religious Education Boards (ITREBs) who employ them, and the communities they serve. The programme equips students with the tools and knowledge to take responsibility for their personal learning and continuous professional development beyond STEP. The PGDip provides an innovative teacher education programme including teaching practice. The MA is designed to provide in-depth study of Islam and Muslim societies and civilisations to enable

STEP graduates to teach the Institute's Secondary Curriculum with competence and confidence, and in a manner which uses pedagogical approaches appropriate to the contexts.

Through the Programme, students will develop:

- reflective and critical stances, and creativity and independence of thought in the application of knowledge;
- sound knowledge of subject matter relevant to the IIS' Secondary Curriculum framework;
- a holistic understanding of educational practice and effective classroom skills informed through field-based work and practice;
- a critical understanding of curriculum implementation, evaluation, and assessment, particularly in relation to the IIS' Secondary Curriculum.

As students develop an increasingly sophisticated understanding of subject knowledge and classroom based practice, they will be evaluated using a variety of assessment tools, including written and oral examinations, presentations and coursework.



Should you apply for STEP?

If you are new to teaching

STEP will build on teaching-related experiences of your academic and professional careers. STEP will offer you an in-depth knowledge of the subjects you will be required to teach, as well as with the necessary skills to teach them effectively. Working closely with experienced faculty members from the IIS and the IOE, and classmates who bring practical teaching experience from varied global contexts, can be highly stimulating and supportive.

If you are an experienced teacher

As an experienced teacher, STEP will provide you with a unique and exciting pathway to further your learning in the field of education. In addition to the practice-oriented approach of the PGDip, you will become familiar with principles of learning outside of the classroom. This will facilitate progression towards leadership-focused roles later in your career. You will have the opportunity to re-engage with issues that help improve your knowledge of student learning processes, whilst contributing to the overall development and revitalisation of religious education and school systems. The MA complements the PGDip focus by offering you opportunities to study and engage in discussions on the historical and modern elements of Islam and the Ismaili tariqah (path), by participating in lectures and seminars on modules that draw upon the disciplines of the humanities and social sciences.

Employability and Continuing Professional Development (CPD)

STEP is aimed at practising and prospective teachers wishing to embark on a career in teaching within the wider Aga Khan network of institutions, with a particular focus on teaching the IIS' Secondary Curriculum at Ismaili Religious Education Centres. Following completion of the academic programme in London, students are contracted for a minimum of three years to serve as professional teachers with the Ismaili Tariqah and Religious Education Boards (ITREB), in the students' countries of origin, unless agreed otherwise. As all STEP students receive their employment contract before they start their studies at the IIS, they can focus on preparing themselves for a successful transition into a secure professional environment upon completion of the Programme, without the need of worrying about their employment.

Student employability is supported by the Institute beyond the time students spend in London. A detailed multi-pronged approach to Continued Professional Development (CPD) informs the ongoing needs of STEP teachers, supporting them in their ongoing growth and development, and includes:

- Annual CPD workshops within country contexts
- Professional Learning Communities
- Access to online and physical resources
- Funding for research

- Conferences and related activities
- Mentorship training programmes
- Secondment to other countries
- Networking and professional activities in their own or other contexts.

As part of their ongoing professional development, STEP teachers are supported to:

- follow a career in education leadership;
- specialise in specific education-related areas such as mentoring, counselling or education research;
- work as teacher trainers; work in the further development of the Programme at the IIS or its sister organisations, such as the Aga Khan Academy or schools run by the Aga Khan Education Services;
- conduct research in education or related fields.

Progression opportunities

For those interested in deepening their analysis and contributing intellectually to the academic world, as well as to the IIS and the Ismaili community, the IIS offers a limited number of scholarships to pursue studies at a doctoral level. There is a great need for research in areas that are traditionally considered part of Islamic Studies. Among these, the most relevant to the Institute's research needs are Education, Ismaili Studies, the wider Shi'i studies, Qur'anic Studies and Islamic Law. In addition, the scholarships are also open to any area in which Islam can be analysed in one of its various manifestations (historical, theological, philosophical, legal, educational, political, ritual or cultural). Research can be conducted from any of the various perspectives and disciplines related to the Humanities and Social Sciences. STEP teachers are eligible to apply for the doctoral scholarship once they have completed their initial three-year employment contract with ITREBs.



Reasons to Join STEP

Become a change-agent in the field of education

Engage yourself in the academic study of Muslim societies and civilisations, with a focus on Ismaili communities around the world

Learn with others, teach inspiring classes, become reflective in your work and make positive educational impact

Work with a diverse cross-disciplinary faculty

Gain teaching experience in British schools and religious education centres



Work with a
diverse cross-disciplinary
faculty

Study with peers
from all around
the world

Earn an MA and
Post-Graduate Diploma
from the international
education leaders
SOAS and UCL

Visit the world-famous
Alhambra in Spain as
part of an educational
field visit

Guaranteed
employment with
ITREB upon successful
completion of the
programme

Immerse yourself
in one of the most
diverse and inspiring
cities in the world



Key Features of the Programme – Dual Postgraduate Level Awards

STEP consists of two Masters level degrees, namely the Master of Arts in Muslim Societies and Civilisations and the Post Graduate Diploma in Teaching and Reflective Practice (PGDip).

The MA degree is designed and delivered by the IIS and validated by SOAS. It provides deep insights into Ismaili heritage within the broader dimensions of Muslim societies and civilisations. It prepares students to understand and respond analytically to relevant scholarship and research so they can in turn facilitate an understanding and engagement with the philosophical and pedagogical framework of the various secondary curriculum modules published by the Institute of Ismaili Studies. The PGDip offers a coherent teacher education programme with an integrated

and well-supported teaching placement. The PGDip supports participants to become skilled classroom practitioners. Additionally, the PGDip offers skills and tools for participants to be able to take responsibility for their personal learning and continuous professional development beyond the PGDip and well into their teaching career.





“The Post Graduate Diploma on Teaching and Reflective Practice program has strengthened my comfort and experience with teaching adolescents at mainstream schools. It has caused me to become a reflective practitioner, always questioning what went well or could have been done differently in the classroom, instilling this skill and desire to want to continuously grow into a better educator. The programme has been tailored to directly fit our needs, and the STEP vision, setting everyone up for success. ”

Tanisha Hassam (Cohort II, USA)

MA in Muslim Societies and Civilisations

The MA in Muslim Societies and Civilisations offers students a systematic and critical interdisciplinary examination of Muslim histories, cultures and societies.

It helps develop:

- sound scholarly skills
- capacity for critical analysis
- methodological and research skills
- clear communications skills.

The MA is aimed at:

1. Developing and cultivating a systematic understanding and engagement with subject knowledge pertaining to the interdisciplinary field of Islamic Studies, with particular focus on societal, civilisational and humanistic-informed approaches. As an example of curricular material employing the aforementioned approaches, due attention will be paid to the IIS' Secondary Curriculum.
2. Fostering capacity to conduct an insightful and critical review of relevant literature in all pertinent subject areas, as well as creativity and independence of thought in the application of knowledge.
3. Fostering capacity to critically evaluate current issues and recent developments in the field and arrive at sound critical insights using research methodologies in the study of humanities and social sciences in Muslim contexts.

4. Develop a range of practical and intellectual skills that contribute to:

a) the critical evaluation of scholarship, literature and research in Islamic studies, religious studies, and the humanities at the postgraduate level;

b) a systematic understanding of how established and emerging techniques of research and enquiry are used to create and interpret knowledge;

c) independence of thought in the application of knowledge, and the creative and critical handling, presenting and analysis of data.

5. Acquiring a systematic grasp of established and evolving ways of communication and presentation for this field of study, while producing postgraduate-level coursework that shows criticality, clarity, focus and cogency in organisation and presentation of arguments and conclusions.

Upon successful completion of the MA, you acquire a series of subject-specific knowledge and intellectual skills, as well as subject-based practical and transferable skills.

The MA curriculum will be comprised of the following modules:

History of the Islamic World I
30 credits

History of the Islamic World II
30 credits

Literature in Muslim Societies
15 credits

The Qur'an and its Interpretations
15 credits

Faith, Ethics and Practice
15 credits

Dissertation (10,000 words)
60 credits

Developments and Issues in the Contemporary Muslim World
15 credits

Total: 180

For more detail on each of the modules please visit our website:
iis.ac.uk/graduate-studies/step



Postgraduate Diploma in Teaching and Reflective Practice (PGDip)

The PGDip provides a comprehensive teacher education programme, fostering academic rigour as well as practical understanding and application of theories. The approach integrates academic theory with a well-supported teaching practice.

As a STEP student you will be provided with learning opportunities to develop high academic and professional standards and to apply critical reflection as a basis for personal continuous professional development beyond the course. We will encourage you to learn how to contextualise curricula and transfer theories and practical strategies from one context to another.

Successful graduates should:

1. Understand key aspects of the field of study and practice (e.g. understanding learning theories, teaching strategies and reflective practices, how to lead learners and learning in specific contexts and how to develop classroom materials).
2. Be able to explore, analyse, discuss and reflect critically, systematically and with academic rigour on teaching and learning and teachers' roles within communities of practice and as curriculum developers.
3. Be able to communicate their own learning and development in a range of outputs.



The PGDip curriculum will be compromised of the following modules:



For more detail on each of the modules please visit our website:
<https://iis.ac.uk/graduate-studies/step>

Teaching Practice

Teaching practice is central to the Programme's approach to teacher development and provides students with an opportunity to develop their teaching and reflective skills within the classroom.

All students are provided with invaluable support from Professional Learning Community (PLC) facilitators and experienced mentors. A STEP student must complete all the Teaching Practice components before they are recognised as a STEP teacher.

The teaching practice consists of several components:

- Comprehensive, practical, field-based school/teaching experiences in mainstream schools in or near London and at Religious Education Centres (RECs) in the United Kingdom;

- Teaching practice in the Ismaili Religious Education Centres in participants' own home contexts
- Lesson planning tutoring and field mentoring through the platform of PLCs;
- Portfolio of Work.

Every student is allocated a mainstream school placement in London or the surrounding regions, where they have the opportunity to observe and deliver lessons in a number of mainly humanities-based subject areas. Mainstream school placements are one of the main ways students can gain insight into the reality of working with young people in a classroom setting. They will experience up to 80 days of teaching practice during their time at the IIS.



Students will have access to a school-based mentor who provides professional guidance and support in development of their teaching practices. Throughout the teaching experience in mainstream schools and RECs, students are supported with formative observations and feedback on their teaching. During the programme, students compile a Portfolio of Work to demonstrate their progress as teachers and reflective practitioners. The Portfolio will be a professional record of their teaching experience at a mainstream school, an Ismaili REC in the UK or Europe, and in their home context.

The Portfolio will allow participants to consolidate their MA and PGDip experiences and their integration with classroom practices, as well as provide a basis for writing their summative assignments and sustain their continued professional development.



Enrichment Sessions at the IIS

There are further elements of STEP, designed and delivered by the IIS, which are not part of the accredited modules for the MA and PGDip. Nevertheless, these enrichments are an important and mandatory element of the programme in terms of preparing participants to return to their home countries and take up their posts as STEP teachers.

Integration with the Secondary Curriculum

The Integration with the Curriculum stream of STEP aims to provide students with the tools to be able to draw connections between the MA modules and the IIS' Secondary Curriculum. In each term, students will participate in a series of facilitated sessions to explore the linkages between each MA module taught during the term and the relevant IIS' Secondary Curriculum modules.

Teaching and Learning

Occasional Teaching and Learning sessions delivered at the IIS complement and further enhance Teaching and Learning provision, gained through PGDip at the UCL Institute of Education, in order to engage in the exercise of secondary classroom delivery in RECs.



Research Methods

Research study for the MA is desk-based (or, secondary research). MA Research entails a systematic investigation by students of an approved topic of their choice, and is aimed at developing a student's expertise in a specific field as related to the broader aims of the IIS' Secondary Curriculum. Engagement with the design, application and evaluation of the research study will equip students with core proficiencies to support ongoing professional development. Students will be exposed to a range of sessions to help them conduct an independent educational research, including: exploring underlying philosophy, goals, and paradigms of an educational research while making critical and considered connections with pertinent contents of the IIS' Secondary Curriculum; selecting a topic and formulating a specific research question; identifying and carrying out a systematic review, evaluation and analysis of secondary source material and data sets; and presenting results in a written form according to the highest academic standards.

Induction into the Field

During the final term of the second year of study, all graduating students will receive sessions aimed to support their transition from full time students to full time STEP teachers. Using the experiences of experienced STEP teachers from the field, students will learn about the day to day realities of STEP teaching as well as working within the context of an ITREB structure.

The sessions also discuss the wider mandate of ITREB and how that corresponds to the work of the IIS. In doing so, it articulates the mandate and philosophy of STEP and how it seeks to add value to the formation of the Jamat. Students will also be given an insight into the nature of the collaboration between the IIS and ITREB, and how they will continue to be supported by both institutions after their graduation.



The IIS' Secondary Curriculum

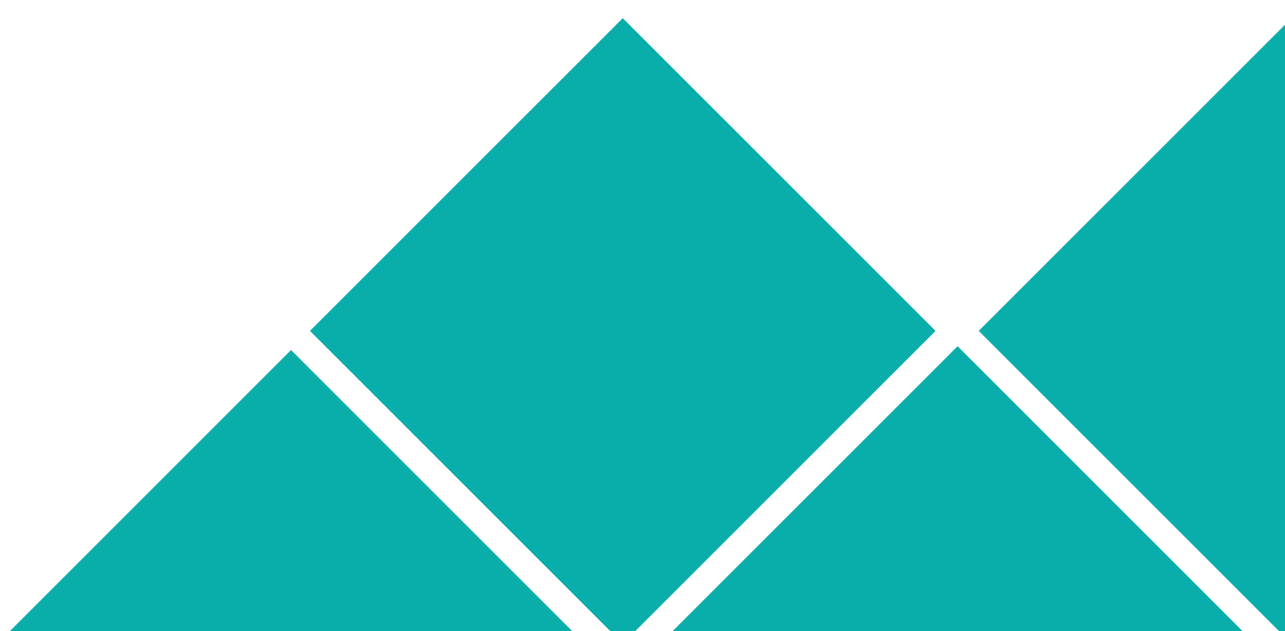
The IIS' Secondary Curriculum adopts an approach to the study of Islam based on humanistic, civilisational and normative perspectives.

It seeks to acquaint secondary students with the diverse and dynamic interplay of Islamic expressions – religious, social, cultural and material – that have become manifest in Muslim societies of the past and present.

The curriculum uses an interdisciplinary study of Muslim societies and civilisations, drawing on a range of subjects including social sciences and the humanities. Religion is not approached as a detached and compartmentalised phenomenon in history and society, but rather in terms of its multifaceted connections with various forms of human experience. The curriculum encourages students to analyse contemporary situations

and reflect on the social and ethical challenges of an increasingly plural world.

The curriculum applies pedagogical approaches in harmony with its philosophical framework. It calls for a profile of teachers with a broad set of proficiencies that reflects acquaintance with a range of contexts. These pedagogical approaches invite the active engagement of teachers and students with the content of the curriculum, engendering thought and enquiry on Islam generally and the Ismaili tradition specifically as they have developed historically and in contemporary times.





“The STEP journey has truly inspired the love for teaching in me. My teaching placement in UK Mainstream School and BAI has enabled me to understand the science of adolescent learning and instilled a commitment to serve as a reflective teacher by continuously learning from my own classroom experiences and adopting the best practices available in the field of teaching. In a nutshell, the reflective teaching experiences through STEP has left an enormous impact on my personal and professional outlook which shall continue to inspire my teaching till eternity.”

Auranzaib Ali (Cohort II, Pakistan)

Supporting your Learning Journey

Unique to our programme, and as part of the MA, students will experience an exploratory field trip to Andalusia, Spain, in the first year of the programme. This trip facilitates a deeper understanding of curricula content and the collection of relevant resources to teach it.

The trips provides a holistic understanding of some of the historical content students will eventually bring to life in the classrooms.

Visits during this trip usually include: the Great Mosque of Cordoba, which is the only surviving monument of the Caliphate of Cordoba; Madinat al Zahra Museum, which was awarded an Aga Khan Award for Architecture in 2010; and the magnificent palaces, fountains and gardens of Alhambra, which exemplify the blending of Moorish and traditional Andalusian architecture.

Through this trip, students witness the contemporary use of sites of historical relevance, as well as the possibility to learn about structures in terms of secular and religious form and function.

The experiences realised through the field trip will provide students with a unique perspective in their approach to the delivery of the IIS' Secondary Curriculum, in which the study of Muslim societies and civilisations is a crucial element.

Readings, orientation sessions and reflection will help students evaluate and structure their experiences in a pedagogically informed manner. Through this trip students will gain a critical insight into the ways in which deep historical heritage relate to the formulation or construction of peoples' identities and practices.





“The trip to Spain was a magical experience which left a long-lasting effect on me. Before my exposure to the architectural designs of Cordoba and Granada, I was not excited about studying and using architecture in my teaching practice. However, our trip to Spain filled me with curiosity and an inclination to use and analyse architecture as another approach to learning. I will never forget the sounds of waterfalls and birds from Granada.”

Mina Safdari (Cohort II, Canada)

Meet our Faculty

The faculty is comprised of lecturers who have made a significant contribution to scholarship and are engaged in innovative research projects in their respective fields.

The current lecturers include IIS, IOE and visiting scholars from leading international academic institutions:

Professor Afzal Ahmed

Teaching, Learning and Assessment; Lifelong Learning; Communication and Teaching Subjects through Art Forms.

Dr Omar Ali-De-Unzaga (IIS)

Qur'an; Qur'anic Exegesis; Tafsir.

Dr Nuha Al-Shaar (IIS)

Classical Arabic literature and thought; Ethics in Muslim traditions; Qur'anic exegesis.

Professor Ali Asani (Harvard)

Indo-Muslim and Islamic Religion and Cultures.

Ms Rosa Barugh (IIS)

Global Ethics; Post-Graduate Teaching; International Teaching and International Programmes.

Dr Stephen Burge (IIS)

Hadith Studies; Hermeneutics; Qur'anic Exegesis; Literary Theory.

Dr Maria De Cillis (IIS)

Islamic Philosophy; Shi'i Studies; Islamic Theology.

Dr Alessandro Cancian (IIS)

Shi'i Sufism; Twelver Shi'ism; Mystical exegesis of the Qur'an; Anthropology of Islam.

Dr Dagi Dagiev (IIS)

Regime Transitions in Central Asia; Democratisation, Nationalism and Islam; Shi'i and Ismaili Studies.

Dr Farhad Daftary (IIS)

Ismaili History; Shi'i Studies; Shi'i Intellectual History.

Dr Zamira Dildorbekova (IIS)

Islam in Central Asia; Ismaili Studies; Curriculum Development; Research Methods.

Dr Hakim Elnazarov (IIS)

Central Asian Studies; Islam in Central Asia; Ismaili Studies.

Mr Stephen Ford (IOE)

Software Development; TEFL; Educational Technology

Dr Karim Gulamali (IIS)

Religious Education; Teacher Education.

Dr Laila Halani (IIS)

Anthropology; Gender; Ismailis in Modern times; Contemporary Islamic movements.

Mr Nazmin Halani (IIS)

Education; Religious Education; Curriculum Development.

Mr Faheem Hussain (IIS)

Sensory History; Influence of state policies on history textbooks; Adolescent moral development.

Dr Abdulmamad Iliiev (IIS)

Central Asian Studies; Islamic mysticism; Ismaili devotional literature; Islamic popular culture.

Dr Nadia Eboo Jamal

Islamic Studies; Persian history and culture in the period of Mongol rule.

Dr Christie Johnson (IIS)

Arabic Verbal Arts; Theories of Literature and the Arts.

Dr Shainool Jiwa (IIS)

Ismaili History and Thought; Fatimids.

Mr Hasan Al-Khoee (IIS)

Arabic Public Oratory in the Early Muslim Period.

Ms Sophie Kerlake (IOE)

Classroom Based Action Research; Developing Innovation in education; Curriculum Development; Mentor Training.

Dr Tullio Lobetti (IIS)

Philosophy of Religion; Hermeneutics and Epistemology; Theory in the Study of Religions.

Dr Toby Mayer (IIS)

Muslim philosophy; Esoteric Scriptural Exegesis; Mysticism; Qur'anic Hermeneutics.

Dr Orkhan Mir-Kasimov (IIS)

Shi'i Islam; Islamic Mysticism and Messianism.

Dr Gurdofarid Miskinzoda (IIS)

Shi'i Islam; Early Islam; Muslim Historical and Literary Tradition.

Dr Farouk Mitha (Victoria)

Teaching Shakespeare in Secondary Schools; Muslim Intellectual History; Curriculum Development in the Humanities.

Dr Farid Panjwani (UCL)

Philosophy of Education; Contemporary Education in Muslim Societies; Religious Education.

Dr Daryoush Mohammad Poor (IIS)

Shi'i Intellectual History; Ismaili Philosophy; Contemporary Political Theory.

Dr Maryam Rezaee (IIS)

Shi'i Studies; Women and Development; Cultural Studies; Gender; Social Policies; Research Methods.

Mr Riaz Rhemtulla (IIS)

Teacher Education; Religious Education; Curriculum Development and Implementation.

Ms Alexis Stones (IOE)

Sacred Art; Museum Education and Theatre-in-Education.

Dr Farouk Topan (AKU)

Oral and written African Literature; Swahili Culture, spirit possession, and Islam in East Africa.

Dr Roy Wilson (IIS)

Applied Language Studies; International English Language Teaching; Academic literacy.

Student Support

Throughout their time at the IIS, students are given access to additional support to help them get the best out of their experience.

Pre-sessional and In-sessional Academic Skills Support

Each new cohort has students with varying levels of English language and academic skills proficiency. Based on the entry tests we conduct with students and the UKVI IELTS results at the time of admissions, some students attend pre-sessional course at the IOE for development of their Academic English Skills. Some pre- and in-sessional Academic Skills classes will also be timetabled for all students at the start of the first term at the IIS. This is to orient students to the academic conventions of the IIS and enhance students' skills in this area prior to submission of the first assignments. Other sessions may be scheduled by the Academic Skills Support Team at the IIS according to need and upon request.

In-house Support

In-house support includes one-to one sessions with individual Academic Advisers, lecturers and the Academic Skills Support Team at the IIS. All students are allocated an Academic Adviser at the IIS, who is available to provide students with constructive academic and personal development guidance and support across the programme

of study that will guide them in their journey to become professional teachers. Academic Advisers also review students' wider academic progress.

Students who need additional support will be able to meet regularly with the IIS' Academic Skills Support Team, who will work with students to determine the type of support they need. This support is available for academic skills needs and some language needs. Students may request academic skills classes or workshops, or one-to-one tutorials and consultations where a member of the team will offer them support and guidance on their academic skills and language (where applicable). Alternatively, students may email their assignments for feedback on their writing. This service will be available to all students throughout their period of study at the IIS, subject to availability.

Conference Fund

To support the academic growth and development of students, they are actively encouraged to participate in conferences which the Department aims to facilitate through the dedicated Student Conference Fund.

IT Facilities and Support

The IIS provides Mac and PC-based general computing facilities, including word processing software and email applications and internet access. The Aga Khan Centre building is WiFi enabled. Students are provided with a monthly printing and photocopying allowance and are able to print remotely. In addition, an IT loan scheme enables students to purchase a laptop computer.

IIS Student Services

The Student Services are responsible for overseeing non-academic matters relating to admissions, immigration, accommodation, student welfare, and graduation. Student Services are there to offer advice, guidance and support to help students get the most out their time as a student in London.

Disability Support

Students with disabilities will be supported to achieve equality of opportunity to engage with their studies. We can provide advice and guidance for all students with disabilities. Students are invited to discuss their needs with the Student Services Unit; all discussions are in complete confidence.

UCL Student Services

As UCL students based at the Institute of Education, STEP students also have access to a number of different resources and support. This includes access to the services offered by Student Support and Wellbeing (SSW), such as mental health.

Counselling Services

The IIS has a service agreement with the University of Westminster Counselling Service. Students have access to professional and experienced counsellors who are used to working with people from a range of different backgrounds and cultures. Students may discuss anything that is bothering them in confidence, from an inability to study, homesickness, anxiety, depression to relationship problems and bereavement.

Libraries

The Aga Khan Library, London

The Aga Khan Library is a shared library between the Institute of Ismaili Studies and the Institute for the Study of Muslim Civilisations – Aga Khan University, to support teaching and research in the Institutes.

The library is also committed to fostering knowledge of Islam, past and present, and to facilitating access to resources on the history, faith and cultures that comprise the Muslims in general and the Ismaili Shi'a community, in particular, to external researchers and students.

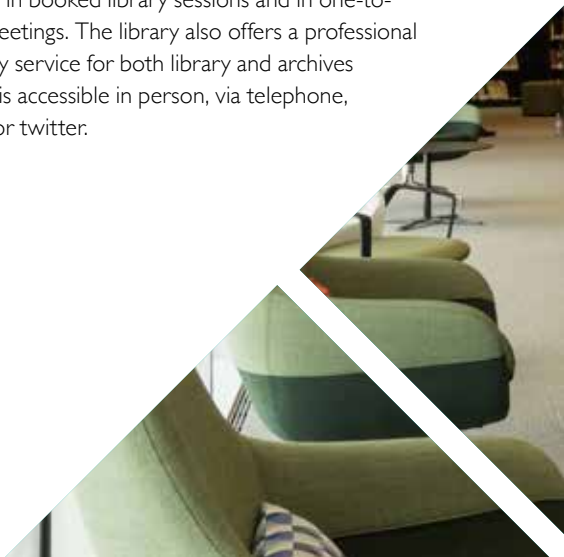
The Aga Khan Library occupies state-of-the-art facilities that offer a conducive research space supported by an extensive collection of modern works on subjects of interests to the Institutes, in a remarkable variety of Eastern and European languages. The Library is also the proud custodian of several collections of unique resources, precious manuscripts, and rare books, many of them donated by acclaimed scholars in the field of Islamic Studies.

UCL Libraries

UCL has 18 libraries and a mixture of quiet study spaces, bookable study rooms and group work areas. Each library has staff that students can ask for help. The UCL Library Services page has information for students about using the library, services available, electronic resources and training and support.

The UCL Institute of Education Library is the largest education library and archives in Europe and tries to acquire a copy of every book on education in English published in the UK, and a substantial range from elsewhere. It also has a wide range of electronic resources such as databases, electronic books, documents, journal collections and websites, linking to the very latest information. IOE students benefit from access to extensive collections and services both at IOE and the other 18 UCL libraries.

Librarians and archivists are highly skilled and have a clear focus on the needs of users. They are able to offer support online as well as face to face in the library, in booked library sessions and in one-to-one meetings. The library also offers a professional enquiry service for both library and archives which is accessible in person, via telephone, email or twitter.



SOAS Library

The SOAS Library is one of the world's most important academic libraries for the study of Asia, Africa and the Middle East. The Library attracts scholars from all over the world to consult its holdings and further their research. The Library houses over 1.3 million volumes at the SOAS campus at Russell Square in central London, together with a major collection of archives, manuscripts, rare books and special collections, an expanding Digital Library and a growing network of electronic resources.

The SOAS Library is part of Library and Information Services, placing it at the heart of a comprehensive service which also supports Learning Resources, IT Support, ICT Infrastructure and the SOAS Information Systems suite (which includes an emerging cluster of innovative library- and research data management systems). A series of audio recordings have been created to help students make the most of their time at the SOAS Library.



Accommodation

Designed by the multiple-award winning architects Stanton Williams, Victoria Hall King's Cross is an extraordinary new building for students who are looking for a more enriching place to live and study.

Built to the highest standards from limestone, oak, brick and metalwork, the accommodation was conceived with ergonomics, nature and well-being at the forefront of our thinking.

The ground and first floors are set aside for shared spaces. There is a large social lounge for relaxing, eating, watching TV and playing games, a breakout room for studying and meeting, a reading room, a courtyard garden and plenty of bicycle parking. Natural light is utilised throughout the building and as many rooms as possible face south. On the eighth floor, there is a fitness room and a stunning garden terrace with views across London.

In each room, large desks let students spread out to facilitate different study habits; there is a double bed and plenty of storage space, an upholstered desk chair, and a lounge chair. Every room also features an en-suite bathroom. Wi-Fi is available throughout the building and each bedroom can access the high-speed broadband connection. The communal spaces are equally spacious with plenty of room in the shared dining area and kitchen areas to store groceries and for cooking.





The Aga Khan Centre

This signature building features the Islamic Gardens of King's Cross, which are inspired by the rich heritage of gardens in Muslim contexts. Each green space within our complex of buildings corresponds to the landscape of a given country or region of the Muslim world.

The collection of gardens is a unique and distinctive feature of the development. The relationship with the natural world will resonate harmoniously with the landscaped gardens, leafy parks, squares and pathways already welcoming the public across the King's Cross development.

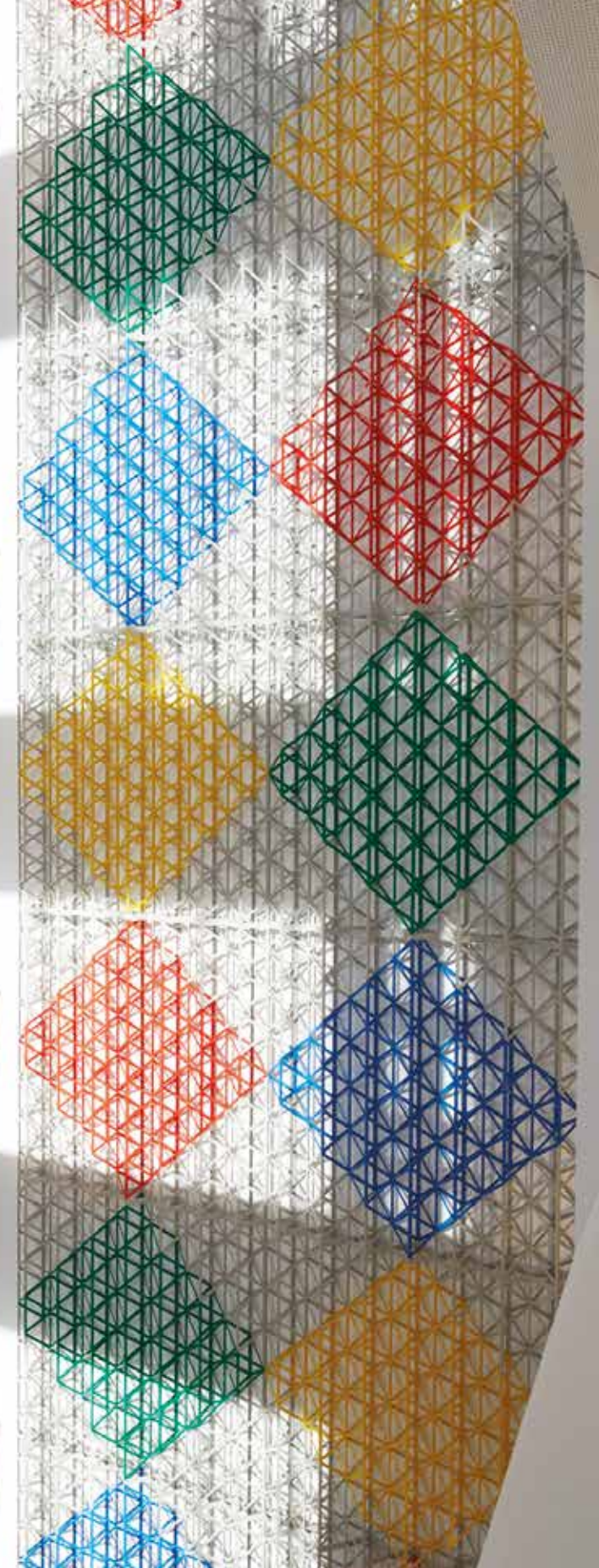
The Aga Khan Centre is a place to learn and study, housing a two level library and state of the art lecture and classrooms. Level one through to four of the building house the teaching and learning spaces for IIS students. With large and smaller seminar rooms where you will have lectures and seminars as well as a student lounge for you to relax, spend time with colleagues and eat during your breaks between classes. The upper

floors house offices for faculty members as well as members of staff for the other departments within the IIS. The building is shared with Aga Khan Foundation and the Aga Khan University, Institute for the Study of Muslim Civilisations (ISMC).

The Aga Khan Centre is a short walk from your halls of residence, making it impossible to be delayed by traffic for your classes! Classes led by IIS faculty will be held at the Aga Khan Centre.

The building has been designed by Pritzker prizewinning Japanese architect Fumihiko Maki, who also designed the Delegation of the Ismaili Imamat (Ottawa, 2008) and the Aga Khan Museum (Toronto, 2014).





Alumni

The Institute's alumni body now consists of more than 600 graduates who are dispersed across the world.

They are supported in their continuing professional and academic development through the IIS' Alumni Relations Unit. STEP graduates will also be UCL and SOAS alumni.

Our Alumni Association offers our graduates a number of benefits, including:

- Access to global job opportunities and events as well as the alumni directory via an online community portal.
- Access to research and conference participation grants of up to £1,000
- Learning and networking opportunities at Annual Chapter Group meetings, Alumni Lecture Series, and Meet & Greet events.
- Opportunities to participate in academic seminars
- An annual Alumni Newsletter that features alumni academic contributions and much more
- Opportunities to share news and publish research via a dedicated domain on the IIS website.
- Lifelong career services including webinars and coaching to help develop their careers
- Access to the Aga Khan Library in London

A range of Continuing Professional Development initiatives are in place for the STEP graduates, enabling them to enhance their skills and capabilities. As the STEP initiative takes root in different countries across the world, many opportunities for teacher exchange will emerge, offering international experience as well as facilitating knowledge-transfer across cultures. Further, with the growing network of Aga Khan Academies and partnerships with schools operated by the Aga Khan Education Services, graduates of STEP will have opportunities in the coming years to teach beyond the religious education system, contributing to the education of secondary students in the wider community.





Becoming STEP teacher is a huge responsibility but also a privilege. Where you hold the responsibility of contributing towards the preservation and extension of a living faith tradition, you also have privilege to be part of an exciting and rigorous endeavor hosted by the esteemed institutions.

Faheem Hussain, Teacher Educator (Cohort 4, Pakistan)

Studying in London

To fully appreciate the wealth of opportunities offered by STEP, you need to experience the city of London. This is a dynamic and diverse environment, where thinking globally comes naturally.

London is home to more than 400,000 university students. Of these, over 100,000 international students are from over 200 different countries – that is more international students studying in London than in any other city in the world.

Studying in a global city has many advantages, including access to cosmopolitan cultural events and an international network of friends.

Exploring London

London is a city of opportunity, where you can enjoy yourself and continue to learn from the experiences only a vibrant, cosmopolitan city like London can offer. The central location of the IIS in London makes planning a short getaway easy. You can hop on a train to Oxford, Stonehenge or Stratford! There is also plenty on offer for the sports fanatic – premier league football, international rugby, tennis and cricket.

London at a glance

- Over 120 public libraries
- 100s of bookshops
- 4 UNESCO World Heritage sites
- Over 1000s of museums & galleries
- 1.34 billion tube passengers annually
- Over 150 million items in the British Library
- 47% green space in London
- Over 12,000 restaurants and eateries
- Over 300 Languages spoken in London
- 8 Royal Parks
- 150 theatres





Overview of the UK Higher Education System

Higher Education in the UK involves the final and highest phase of education.

Higher education providers are most frequently known as universities, but may also include private education providers and colleges, as well as other types of publicly and privately funded institutes. Courses and degrees are usually aligned to two levels:

- Undergraduate (Bachelor Awards, BA, BSc – pitched at Level 6 of the National Qualifications Framework for England, Wales and Northern Ireland)
- Postgraduate (e.g. Master of Art, MA; Master of Science, MSc; Master of Education, MEd; Master of Philosophy, MPhil – all pitched at Level 7).

The highest available award is the Doctor of Philosophy (PhD), which is a research-based degree pitched at Level 8.

Most students start Higher Education at the age of 18, studying for an undergraduate degree. The average Bachelor's award usually takes three years to complete, although some incorporate or have an option for a fourth year. Tuition fees are currently capped at £9,250 per year for British and EU students, whereas fees for international students are likely to be significantly higher, sometimes reaching £30,000 per year or more.

Undergraduate courses are focused on the acquisition of knowledge, the development of critical thinking skills, and – particularly for technically-oriented programmes – work related skills. On graduation from their first degree, many students continue their studies enrolling in a postgraduate programme. The average postgraduate programme usually lasts one year, although longer courses are also on offer.

Such programmes emphasise research and critical thinking: the student is considered an advanced learner, capable of pursuing their study and research interests independently and creatively. Postgraduate tuition fees for British and EU students are usually in the region of £6,000 per year, but they may also be significantly higher. Fees for international students usually exceed £10,000.

In 2017/18, more than 1.7 million students were enrolled on undergraduate courses, while more than half a million were studying for postgraduate qualifications

(<https://www.hesa.ac.uk/news/17-01-2019/sb252-higher-education-student-statistics/numbers>).



Application and Admissions Procedure

Entry Requirements

- A UK 1st or 2nd Class Degree or recognised equivalent.
- Applicants must submit an IELTS for UKVI (Academic) score with their application (any IELTS test must have been taken no more than two years before the proposed start date of the programme being applied for).

The minimum requirements for English language proficiency are as follows: An overall band score of 7.0, or UCL equivalent, with a minimum score of 6.5 in each component in an IELTS for UKVI (Academic) test certificate. Applicants with the overall score of 6.5 (with a minimum 6.0 in each component) will be considered and, if selected, will be eligible to receive a conditional offer.

All conditional offer holders will be required to attend and successfully complete an approved pre-session course in the UK at UCL Institute of Education and demonstrate that they have reached an overall score of 7.0 with appropriate scores in each subtest before they are formally enrolled onto STEP programme. Please see the Tier 4 requirement for exemptions.

- Minimum of one year's experience teaching in a Religious Education Centre that falls under the ITREB jurisdiction of any one of the following countries: Afghanistan, Australia and New Zealand, Bangladesh, Canada, Democratic Republic of Congo, Far East, France, India, Iran, Kenya, Madagascar, Pakistan, Portugal, Syria, Tajikistan, Tanzania, United Arab Emirates, Uganda, United Kingdom or the United States of America.

- To enter a contract-bound commitment of a minimum of 3 years to work as a teacher within the ITREB network, with opportunities for career progression within the wider Aga Khan network of institutions.
- The Secondary Teacher Education Programme (STEP) has been developed to support and promote the need for professionally trained secondary level teachers who can teach the IIS Secondary Curriculum within the Ismaili religious education system; therefore, candidates are recruited from the Ismaili community only.

Shortlisted applicants will be required to undertake a six week teaching placement at their local religious education centre (REC), which will be facilitated by the local ITREB. Applicants will also be required to undertake a timed essay, as well as participating in a face-to face interview which will be conducted by the IIS and ITREB.

Tier 4 Student Visa Requirements

In accordance with UK visa rules, the IIS exempts candidates from the English language requirements if they are nationals of, or have completed undergraduate studies taught in, the following countries: Antigua and Barbuda, Australia, the Bahamas, Barbados, Belize, Canada (only if you are a national), Dominica, Grenada, Guyana, Ireland, Jamaica, New Zealand, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Trinidad and Tobago, the United Kingdom and the United States of America.

Please note if you are exempt from taking the IELTS for UKVI (academic) due to the fact you have completed an undergraduate or postgraduate degree taught in an English majority speaking country but are not a national of that that country, you also will need to meet the UCL requirement below.

UCL rules state in order to be exempt from the IELTS for UKVI (academic) test you must have completed your undergraduate or postgraduate studies no later than the summer two years prior to the proposed date of enrolment (i.e. Summer 2018 for a 2020 enrolment) otherwise you will be required to take the IELTS test. For further guidance please refer to the UCL website: www.ucl.ac.uk/prospective-students/graduate/learning-and-living-ucl/international-students/english-language-requirements.

Statement of Comparability

Also students who are not nationals of the above exempt countries but hold a Bachelor or Master's degree from one of these countries, will be required to provide a statement of comparability from UK NARIC. Please check www.naric.org.uk for further information.

Please note that UKVI limits how long a student may spend in the UK studying at degree level (and above) to a total of 5 years. This may affect your application if you have already studied in the UK. Please promptly notify the Student Services if you have any queries in this regard. For further information please visit the UKVI website.

It is the applicants' responsibility to provide authentic and verifiable evidence of qualifications. If you are found to have submitted fraudulent documents, your application will be automatically rejected.

Fees

STEP is a fully funded scholarship programme. Successful applicants receive housing, as well as a living allowance. Programme-related fees and travel costs are also covered. Students who wish

to contribute towards their fees may make an unconditional donation to the IIS via the Aga Khan Foundation offices in their country of residence.

Disclosure and Barring Service (DBS)

It is a statutory requirement of the Home Office, that any individual who will be teaching in a UK school or works with children or young people must be in receipt of a satisfactory Enhanced Disclosure Certificate from the Disclosure and Barring Service (DBS). The DBS checks will be arranged by the IOE in line with the UK regulations.

Teaching practice places students in a 'position of trust', as set out in the Exceptions Order to the Rehabilitation of Offenders Act (ROA) 1974. Students will need to supply a criminal record check (Police Report) from the relevant authorities in their home country, and from every other country in which they have previously spent 12 months or more. This document should contain details of any cautions, convictions, reprimands, warnings or bind overs recorded against the student's name, or confirm that there are none. If this information is not in English, students will also need to supply an official certified translation of the document. Students will need to bring the original document(s) and the translation(s) with them to the Institute of Education on the day that they officially enrol onto the programme.

Failure to submit a satisfactory criminal record check will jeopardise a student's teaching practice, if their clearance remains outstanding at the time of enrolment.

For further information please see www.ucl.ac.uk/prospective-students/graduate/taught-degrees/entry-requirements/teacher-training-programmes

Equal Opportunities

The IIS and its partners are firmly committed to equal opportunities for all students, regardless of sex, sexual orientation, marital or civil partnership status, ethnic origin, race, colour, nationality, political beliefs, gender reassignment, pregnancy and maternity, disability and age. If you have a disability that might have an impact on your studies, please do let us know so we can ensure reasonable adjustments, if needed, can be made. If you have not already disclosed your disability on the application form, please contact Student Services at admissions@iis.ac.uk.

Please see UCL's Equality and Diversity Policy: www.ucl.ac.uk/prospective-students/undergraduate/application/how-apply/diversity-access-and-equality

Please see SOAS' Equality and Diversity Policy: www.soas.ac.uk/admin/governance/policies/file37349.pdf.

How to apply

Please ask for an application pack using the online pre-application form on our website. Please make sure the name on your application is the same as the name on your passport.

Read the guidance notes before filling in the application form, and include the following:

1. Your **personal statement**
2. **Official transcripts** from all undergraduate and postgraduate study
3. A copy of your **degree certificate(s)**
4. **IELTS for UKVI (Academic) test certificate** (if applicable)
5. **Reference Letters:** two academic, one character and one ITREB reference



Deadline

Completed applications, with all relevant documents, must be submitted online or postmarked (if sent by post) by **12 noon on 21 October 2019**.

For further information on the application process, including dates, please refer to the Notes of Guidance document that is available in the application pack. If you would like to make a postal application please contact admissions@iis.ac.uk to request an application pack.

Terms and Conditions

The terms and conditions of the STEP scholarship can be found on the IIS website.

Complaints

For complaints about the admissions process, please refer to the Complaints policy on the IIS website.

Additional information

For further information on studying and on international student recruitment in the UK, please refer to the following sources:

British Council: www.britishcouncil.org

UK Council for International Student Affairs (UKCISA): www.ukcisa.org.uk

UK Visas and Immigration (UKVI): www.gov.uk

Disclaimer

This prospectus contains information about the STEP programme that the Institute of Ismaili Studies (IIS) in collaboration with SOAS University of London and the University College London (UCL) intend to run for students. The Institute has made reasonable efforts to ensure that the information provided is both helpful and accurate.

In order to ensure quality, the Institute regularly reviews the modules offered and when deemed necessary, may change or withdraw a module or add a new programme.







One of the most phenomenal components of STEP is the opportunity to be able to interact and work with people from varied parts of the world and exchange ideas, opinions and knowledge with them. It really allows one to appreciate how diverse our community is. The programme also helped me acquire a diverse range of skills from both the MA and PGDip courses that allows you to become a holistic teacher and a leader, and most importantly, a change agent in and around the community we serve. It is a privilege and a great honour to be a part of such an exceptional programme that will eventually allow me to not only serve the Jamaat and the Imam of the time in a proficient manner, but also work towards building a professional life in a field that I love and am passionate about.

Shahzeen Rashid (Cohort II, Tanzania)

