Spiritual intelligence

The spiritually intelligent aspire to a friendship and deep connection to God, to success in the Hereafter and pleasing Him in this life; they understand that true faith transforms one's understanding of humanity and the world, and generates an urge to embellish them with love

Capacities/ aspirations	Campus
Knowledge of God and Tawhid Love for God and all His Creation	Understanding God's Immanence- His love and closeness to us Dealing with philosophical questions around divinity
Love for the Prophet (S)	Risalah and history Muhammad in the Bible The authenticity of hadith – how do we know the Prophet (PBUH)?
Conviction in the Hereafter	Journey of the soul after death, the grave, the Judgement
Looking after the nafs	Understanding of the states of the soul Aware of diseases of the heart and actively avoiding them Renunciation
Familiarity with and dedication to the core teachings of the religion	The wisdom behind the teachings Navigating right, wrong and doubtful matters
Love of the Qur'an	How to appreciate the Qur'an Familiarity with key Qur'anic verses Knowledge of tafsir of some sections of the Qur'an
Healthy conception of fate and suffering	
Confidence in the faith and that it makes sense	Able to reconcile faith against its challenges - Miracles vs. the Laws of Nature - When rules are culturally derived - Gender issues - Islam and rationalism (reason) - The Qur'an and science - When Hadith don't make sense – context, validating chains and content
Healthy balance between the needs of this world and those of the next ie the body and the soul	

Moral intelligence

Faith manifests in love and a desire for fairness. The morally intelligent recognise that a deeper understanding of Islam will inspire people with the highest moral and ethical standards; a desire for ethical consistency; and to uphold values that are recognised by humanity as a whole

Capacities/ aspirations	Campus
Upholding key moral teachings of the Qur'an (Spiritual Code)	Spiritual Code: Do not exploit with usury, doubled and multiplied Integrity and courage
Appreciating the Shari'ah	Shariah's application to context Shari'ah and public benefit/ maslahah
Understands the principles of fiqh and that Islamic Law aspires to the highest ethical standards	Understanding Usul al Fiqh – jurisprudence- how sources become rules Interpreting the Qur'an Other sources of Islamic law, analogy, welfare, juristic preference Understanding the Maxims of Fiqh
Committed to ethical living	Understanding enjoining 'the good' – defining 'good' and 'evil'
Committed to the universal ethical teachings in Islam	Universal freedoms and rights
Reconciles apparent tensions between the Shari'ah and 'universal ethics'	The universal tension between ethics and law Cognitive dissonance - can you champion universal ethics if you believe they are inconsistent with your religious teachings? What is an ideal 'Islamic State'? Can we campaign for values in our country which we would not want in our ideal Islamic state?
Able to connect ethics to different contexts	History of ethical shifts in Britain, e.g., race and gender Awareness of the concept of ethics in many institutions and settings, and how ethical principles manifest in rules based on context, e.g. organisational ethics, business ethics, medical ethics etc.

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Personal / psychological intelligence

It is difficult to grow in faith when internally unwell. The personally intelligent are self-aware and motivated and equipped to look after themselves holistically

Capacities/ aspirations	Campus
Has a good self-knowledge	Knowing oneself
	Self and Nafs
	Theories of character and personality
Engages in effective self-care	Understanding the changes in psychology and biology through the phases of life
	Financial self-management
	Self-care through reaching out to others, enriching friendships
Effective in self-development	Impact of social media and digital devices
	Boundaries – when and why to saying 'no'
	Understands and knows when to seek help with personal traumas
	Resilience, coping with setbacks and trials
	Understanding protective factors; including through dhikr and du'a
	Understanding the impact of the unconscious mind
	Awareness of how to manage emotions e.g., anger, resentment, jealousy
	Grief, loss
	Self-awareness of schemas
	Self-awareness of negative thoughts and how to tackle them
	Self-awareness of unhelpful behaviours
	Understanding what kinds of behaviours improve mental well-being
	Understanding your personal needs & self-actualisation, finding purpose
	Pursuit of Ihsan and the 80/20 rule
	taking responsibility and lessons from disappointments
	Scoping holistic development (tarbiyah) needs
	Seeking teachers/ coaches/ mentors
Maintains mental wellbeing	Resilience, coping with setbacks and trials
	Understanding the impact of the unconscious mind
	Awareness of how to manage emotions e.g., anger, resentment, jealousy
	Grief, loss
	Self-awareness of schemas
	Self-awareness of negative thoughts and how to tackle them
	Self-awareness of unhelpful behaviours
	Understanding what kinds of behaviours improve mental well-being
	The spiritual biopsychosocial approach to wellbeing
	Awareness of psychological therapies

Awareness of common mental health problems and how to manage them	- e.g., stress, anxiety, social anxiety, OCD - depression, self-harm, suicide - substance misuse, toxic relationships and groups/gangs - recognising bipolar depression and psychosis
Engages in sound intellectual development	Developing a love for lifelong learning alongside practise Mental ability - seeing the wood for the trees, patterns Abstract vs concrete thinking Problem solving; reflection Tribalism and prejudice in processing information; schemas Theories and modes of learning; thinking; creativity The effective educator

Emotional / Social intelligence

Faith reflects in one's character and how one relates to others. The emotionally intelligent are considerate and caring and able to connect warmly with others

Capacities/ aspirations	Campus
Skilled in managing relationships, including unhealthy ones	Able to maintain good, enriching friendships Keeping family ties Healthy marriage and in-law relationships Managing toxic and abusive relationships Divorce and broken relationships Maintaining relationships through the good times and the bad
Emotionally intelligent in interactions	Empathy and compassion (towards children, everyone, elders etc.) Dealing with hurt Husn al-dhann Understanding the importance of forgiveness
Behaves with civility	Understanding others' backgrounds and contexts Apologetics – how to advise people wisely
Skilled in managing conflict	Conflict management-importance of helping hearts reunite. Standing up to unjust relationships Aware of key interpersonal problems and how to avoid them and address them How to de-escalate conflict
Effective communicator (Balaghah)	Emotionally intelligent communication vs. word games and scripts Dynamic communication – pitching to the level of the addressee The power of story Public speaking, effective presentations

Organisational intelligence

Part of faith is the drive to effect positive change. To impact at scale, organisation is unavoidable. The organisationally intelligent person is an effective team worker and is motivated and skilled in realising projects effectively through collaboration and teamwork, whether as a leader or a team member

Capacities/ aspirations	Campus
Has the personal skills to be effective in an organisation	Sense of mission; proactivity vs being reactive Recognising and calibrating your skillset Time management Self-accountability and managing ego Creativity/ recognising good ideas/ growing/ adapting Able to give feedback and advice; and receive it
An effective team worker	Project management: Delegation/ obstacles to delegation Power of consultation/ shura, is it advisory or binding? Sharing ownership/ gaining buy in Overcoming the bystander effect How to relate to the leader and other team members Psychology of collective work - what makes people work and not work Supporting and encouraging the team ('bunyanun marsus', praise and thanks) Holding leadership accountable
An effective leader	Leadership skills; character, kindness, consultation, responsibility, fair-mindedness, being straightforward, imaginative Inspirational leadership; challenging, being proactive, inspiring shared vision, enabling others, modelling the way, encouraging the heart Leadership styles
Skilled in organisational development	Vision and values of organisations; calibrating vision with needs of society/ the target market Strategic working; from broad vision to low hanging fruit/ objectives Reflection, evaluation and appraisal Recruiting, training and organising staff /volunteers, mentoring Making the most of the team - paid vs volunteers Organisational culture - the positive and the toxic Focus on pastoral care, ready to debrief when things go wrong
Understands the need for systems, policies, procedures, protections	How to strengthen an institution - roles/ committees/ processes/ policies Systems to prevent abuse of power Understanding organisational policies: safeguarding, governance, risk analyses, complaints procedures that keep volunteers and staff safe
Effective at managing and mitigating interpersonal problems	Dealing with common problems in teamwork Organisations can be a minefield when views clash - learning to work with respect for differences

Aware of the dangers of organisation	The abuse of power
	The impact of subcultures on organisations
	Organisations as vehicles to jump on and off; loyalty to God, not the logo
	Gentleness in disagreement as part of taqwa and shunning
	Realism and tolerance in judging organisations
Effective at reaching out and connecting organisations	Recognising the value different organisations bring
	Networking
	Building bridges/ connecting organisations/ relating respectfully with organisations that we might differ with
Understands key Islamic concepts relating to activism	Pragmatism (waqe'iyyah)
	Gradualism (Tadarruj)

Cultural intelligence

The believer understands that all humans are honoured by virtue of their ruh and are individually on a spiritual journey, irrespective of their diversity in language, culture and history. The culturally intelligent celebrate their multiple identities and can connect deeply to people from different cultures

Capacities/ aspirations	Campus
A confident identity	Identity crises; multiple identities; belonging
	Muslim and British; eastern and western
	Imagining communities and ummahs
Familiarity with Islamic history and culture	Biographies of Leading companions – ummahat al mu'mineen and 'asharat al mubashirah
	Leading figures and scholars in Islamic history
	Working understanding of Islamic history; states and empires
	The history of trends and movements; Sufi tariqas
	History of Islam in India
	History of Islam in Africa
	Islam in the Far East
	The 'Golden Ages' - when we learnt from others, civilisationally
	History of Islam in Europe, Arians and later Unitarians, Spain, Sicily, the Ottomans
Recent Muslim political history	Flashpoints and suffering in the past century – Kashmir, Palestine, Bosnia, Chechnya, Rohingya, Uyghurs…
	Key movements of Islamic resurgence
	Colonialism and post colonialisation- impact on Islamic movements
	The Arab Spring or Arab Winter?
Connected to Islamic culture	Feeling connected to Muslim cultural heritage; poetry, literature, art
Understands principles of fiqh and is able to respectfully navigate differences	Understanding Usul al Fiqh
	Ulum al hadith, validating hadith
	The Fiqh of balances
	Understanding and applying wisdom / phronesis
	Respecting, understanding, and working with differences
Able to contextualise Fiqh	Classical to contemporary; ability to contextualise teachings
	The role of culture in fiqh; concept of 'Multi-Islams'
	Minority fiqh, the Fiqh of Engagement; facilitation (taysir)
	Definitions, origins and management of extremism
	Jihad vs. international relations and treaties
	Case studies: - 'Islamic' slavery - revisiting patriarchy - Theories of an Islamic State
Proficient in communicating with and connecting communities	Diversity and intercommunity relations in the seerah
	Our wider purpose/ building bridges
	Connecting communities/ community cohesion

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	Ability to share ideas and values in a language that different people can relate to
	Understanding and contextualising da'wah
	Engaging cultures with gentleness and wisdom
	Diversity and contact theory
A sound awareness of the British Muslim scene	Problems in the Muslim community
	Pros and cons of the 'Muslim Quarter'
	Perceptions of Muslims
Awareness of relevant British History	History of atheism and humanism
	Liberal individualism and shifting values and beliefs
	How did we get to where we are now?
	- key periods e.g., Renaissance, Reformation, Enlightenment, IR, Colonialism and waves of post war migration etc...
Culturally conversant	Islam and the cultural imperative

Societal intelligence

Believers are changemakers; they have a strong sense of social responsibility. They must but feel invested and engaged with the mainstream and know how to be positively impactful

Capacities/ aspirations	Campus
Feels invested and engaged in society	Feels invested and engaged in society: Through an appreciation of the Islamic influences on mainstream British values and our present civilisation - Islam's influence on Enlightenment liberal philosophy The power of fitrah values and the examples of the prophets "O my people'
Driven to uphold social justice	Understanding that our religion asks for engagement and betterment of society Our role in improving society – Ma'ruf and Munkar, charity, freeing the enslaved, social justice
Learns from the impact of ideologies, trends and movements in Britain	Anti-Fascist movements; BLM The LGBT movement Non-violent campaigns / civil disobedience
Able to effect change through societal institutions	Confidence in engaging with these institutions Policymaking Influence of academia Models of democracy - the Holy grail of public engagement
Awareness of business, influence and Power	Business fundamentals and free markets Understanding who holds power in Britain Conspiracy theories and the politics of powerlessness Lobbying
Respectful familiarity with societal values	Good understanding of the makeup and values of mainstream British society
Familiarity with the scale of suffering in society	- Abuse, modern slavery - Violence, crime
Has a concern for key societal problems/ evils	- Inequalities / structures of privilege - Exploitation/ abuse of power - Lack of representation
Awareness of how public opinion is shaped	How information can be misrepresented; Fake News Influencing public opinion, the media vs. social media, campaigning, lobbying Awareness of key Muslim organisations engaged in changing public perceptions / challenging misinformation

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Global intelligence

The believer is a global citizen. The globally intelligent are able to connect and be concerned about the whole of humanity, aware of human history in its diversity and hold a working respect for different faiths and worldviews and the challenges facing humanity

Capacities/ aspirations	Campus
Familiar with the main histories of humanity	Islam and the meta-history of Homo sapiens
	Awareness of the transfer of ideas and cultures through civilisational crossroads
	History of Colonialism
	Post colonialism
	History of China, US, sub-Saharan Africa, India
	Intolerance and pogroms: the Partition
	How did Islam spread? -
	The role of empires, merchants and Sufis
Familiar with the main religions and philosophies of the world and Islam's relation to them	Islam and Chinese traditions
Understands the impact of global institutions	History of global institutions and values
	- UN and declaration of Human Rights
	History of Islamic Slavery
	The shifting global power landscape
Familiar with leading movements in the world	The rising Far Right, Incel movements etc…
	Pre-genocide, dehumanisation today
	Islamophobia across the globe
	Islamic violent extremism
Familiar with International development	Shariah index
	Happiness index
Global Culture and Civilisation	Clash of Civilisations vs. the End of History
	The idea of a global civilisation
Global Challenges	Futurology: future opportunities and threats - AI, climate crisis, new superpowers, terrorism, international hostilities, pandemics, multinationals, population and global resources
The Muslim world	State of the Muslim ummah –
	abuses of human rights and minority rights,
	sectarianism, intolerance e.g., blasphemy laws and mob rule.)
	Meaning, abuses, manifestations of 'Islamism'