

Programme specification and curriculum map for BA (Hons) Jewish Education



1. Programme title	BA (Hons) Jewish Education
2. Awarding institution	Middlesex University
3. Teaching institution	London School of Jewish Studies
4. Details of accreditation by professional/statutory/ regulatory body	
5. Final qualification	BA (Hons)
6. Academic year	2025-2026
7. Language of study	English
8. Mode of study	Part-time, 4 years

9. Criteria for admission to the programme

LSJS tries to be flexible to support a range of candidates who might want to take the degree course. We are looking for candidates who possess a mix of **qualifications**, school experience, **subject knowledge** or **exam grades** that will support success in the degree programme.

We will normally interview every candidate and review their suitability.

We take a flexible approach to admissions that is personalised to students and takes into consideration information provided on the application form. There are general entry requirements as well subject-specific requirements for our courses.

We consider the following when we make our initial offers:

1. Student's prior achievement in awarded qualifications
2. Predicted achievement in the qualifications the student is currently studying, including if the student has studied at another Higher Education Institution and has not yet finished the course
3. Information which may indicate student has specific barriers to higher education, such when or where the student studied for previous qualifications or left secondary education

Once we receive a student's grades, if the student has not reached the level we initially required, we will always aim to be flexible where we can, looking at how we recognise potential in different ways at this stage. In particular, where there has been disruption to learning, we will aim to consider other assessments the student may have undertaken, or what teachers thought should have achieved through predicated grades.

In general, we expect 2-3 A levels, including GCSE English at grade 4.

A levels: CCC-BBC or 96-112 tariff points: A=48, B=40, C=32, D=24

BTEC: MMM-DMM

If a student has attended seminary or Yeshiva, then these years of study may be accepted in lieu of A level grades/points.

A potential student who already has a CertHE, worth 120 credits, may start on term 5 of the BA (Hons) programme with level 5 modules.

A potential student who already has a DipHE, worth 240 credits, may join the course in term 9 (at the start of level 6 modules)

These exceptions are subject to interview and references.

All potential candidates are interviewed to assess their suitability for the course. Admission on the BA (Hons) Jewish Education is subject to interview. LSJS expects candidates will have appropriate Jewish Studies knowledge and this will be assessed at interview. Additional tasks may be required to assess academic suitability prior to interview. Students are required to either work or volunteer in an educational establishment or school to support their academic studies.

Recognition of prior experience

Student may apply for accreditation of prior experiential learning (APEL) up to 50% of the credits required for an award at levels 4-6. Students wishing to APEL will be required to submit a portfolio of evidence detailing their claims for learning, which the teaching team will map out against the module learning outcomes.

Students who wish to claim APEL will be required to submit certificates/evidence of qualifications gained in order for credit to be granted. These will be mapped out against modules by the student supported by the teaching team.

10. Aims of the programme

The BA (Hons) Jewish Education aims to enable students to develop a systematic understanding of key aspects of Jewish Studies in a climate supported by research. It will develop students' creativity, commitment and enthusiasm for innovative Jewish Studies pedagogy. It will equip students with a degree so that they can then proceed towards gaining UK Qualified Teacher Status (QTS) or its international equivalent and progress to careers as Jewish Studies teachers, teachers of secular subjects or other roles in education and Jewish Studies. Graduate skills that will be covered are further exemplified in

<http://www.mdx.ac.uk/about-us/policies/academic-quality/handbook/lqe-handbook-section-3>

11. Programme outcomes

A. Knowledge and understanding

A1: The diverse and complex range of disciplines contributing to knowledge and understanding of education and how these inform theories and learning models used in the Jewish Studies classroom

A2: Pedagogical approaches and assessment, as related to a Jewish Studies context in the classroom

A3: Contextual, psychological, philosophical, historical, cultural, religious and spiritual perspectives and their complex interaction with education in the Jewish Studies classroom

A4: Expectations of what it means to be a Jewish Studies professional in a school setting, informed by the national framework determining professional teacher standards

A5: The purposes of educational curricula in the context of a range of curriculum models and the newly revised primary curriculum

A6: The role of parents, carers, families and social, ethnic, faith and other communities in children's learning

A7: A commitment to the rights of children, the wider community and colleagues in relation to equalities issues

Teaching/learning methods

Students gain knowledge and understanding through their reading and research, as well as through resources and discussions in seminars and tutorials.

Assessment methods

Students' knowledge and understanding is assessed by written papers, presentations in seminars, files of evidence and oral examinations.

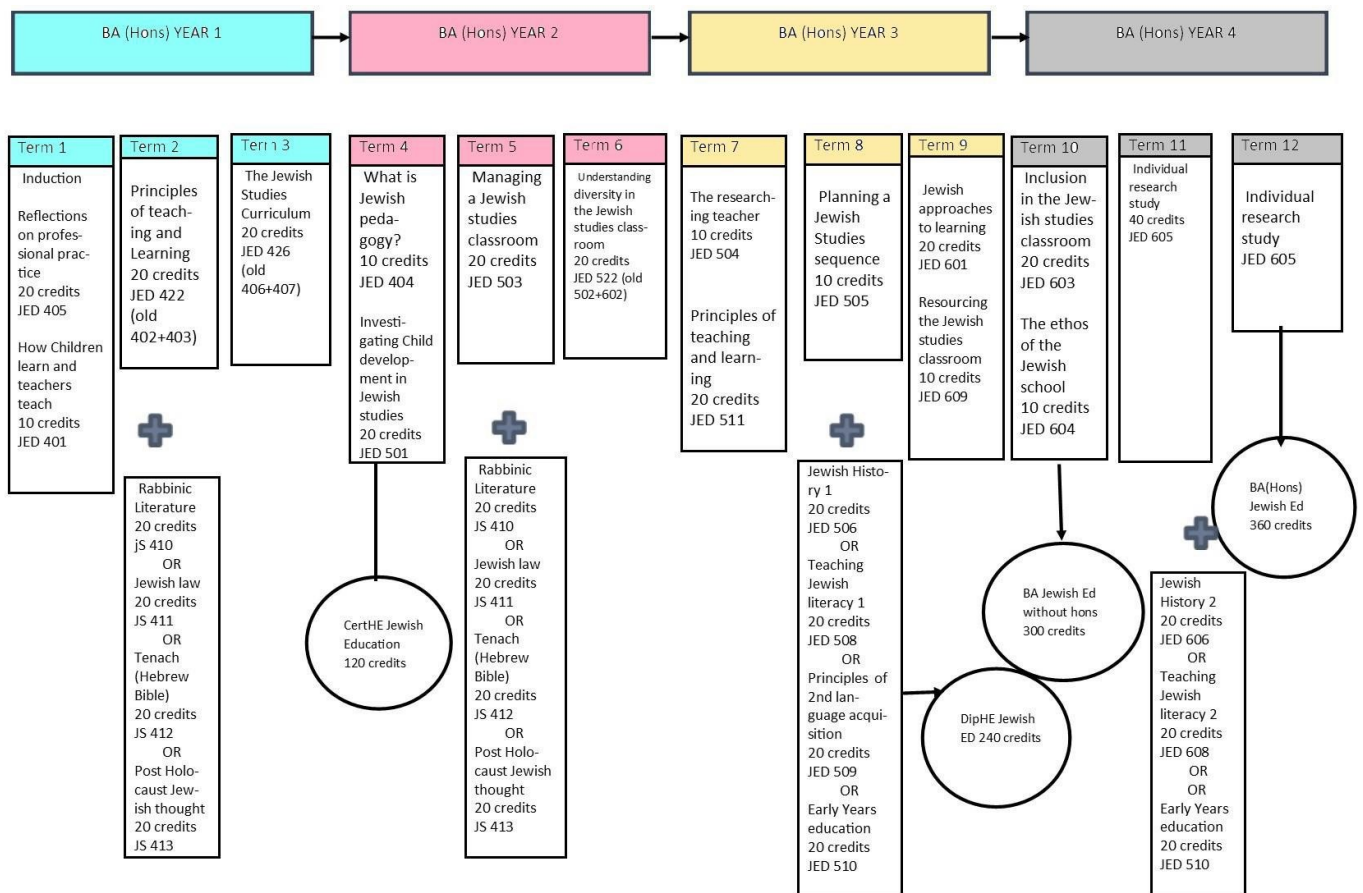
B. Cognitive and practical skills B1: Analysis, critical reflection on and questions assumptions and viewpoints of educational theories, with evidence of personal experience and up-to-date research evidence B2: Analysis, interpretation of and critical evaluation of primary and secondary sources of information B3: Application of multiple perspectives to areas of Jewish education and formulation of lines of enquiry and research interests, using skills of reflection, synthesis, analysis and reasoning B4: Critical reflection on classroom practice and consideration of the implications for children's learning and progress B5: Ability to identify and define a complex issue in a classroom context. Selection and use of investigative strategies and appropriate research techniques to undertake a critical analysis of an issue and evaluate the outcomes B6: Development of written and verbal communication, verbal reasoning, presentation of ideas in a coherent way, and communicating with children and a wide range of users in the context of the classroom and Jewish school B7: Awareness of personal responsibility and professional codes of conduct and ability to incorporate this into classroom practice B8: Responsibility for personal/professional learning and development using reflection and feedback to analyse own capabilities and proactive attempts to be an effective team member	Teaching/learning methods Students learn cognitive skills through a range of experiences designed to help them access, process and critically develop their own ideas. Cognitive skills are learnt through connected teaching and learning methodologies such as presentations, seminars, tutorials, reading and written assignments. Students learn practical skills through taught methodologies and networking with peers. All students will spend time in a primary school either as a volunteer or as a member of staff. Assessment methods Students' cognitive skills are assessed by evidence of their understanding, through producing their own material via written assignments, files of evidence and their oral contributions in lectures, seminars and tutorials. Students' practical skills are assessed by their performance in seminars and tutorials and by presentations to their peers and tutors.

Please see larger version of this organogram on page 20. To be replaced with diagrams

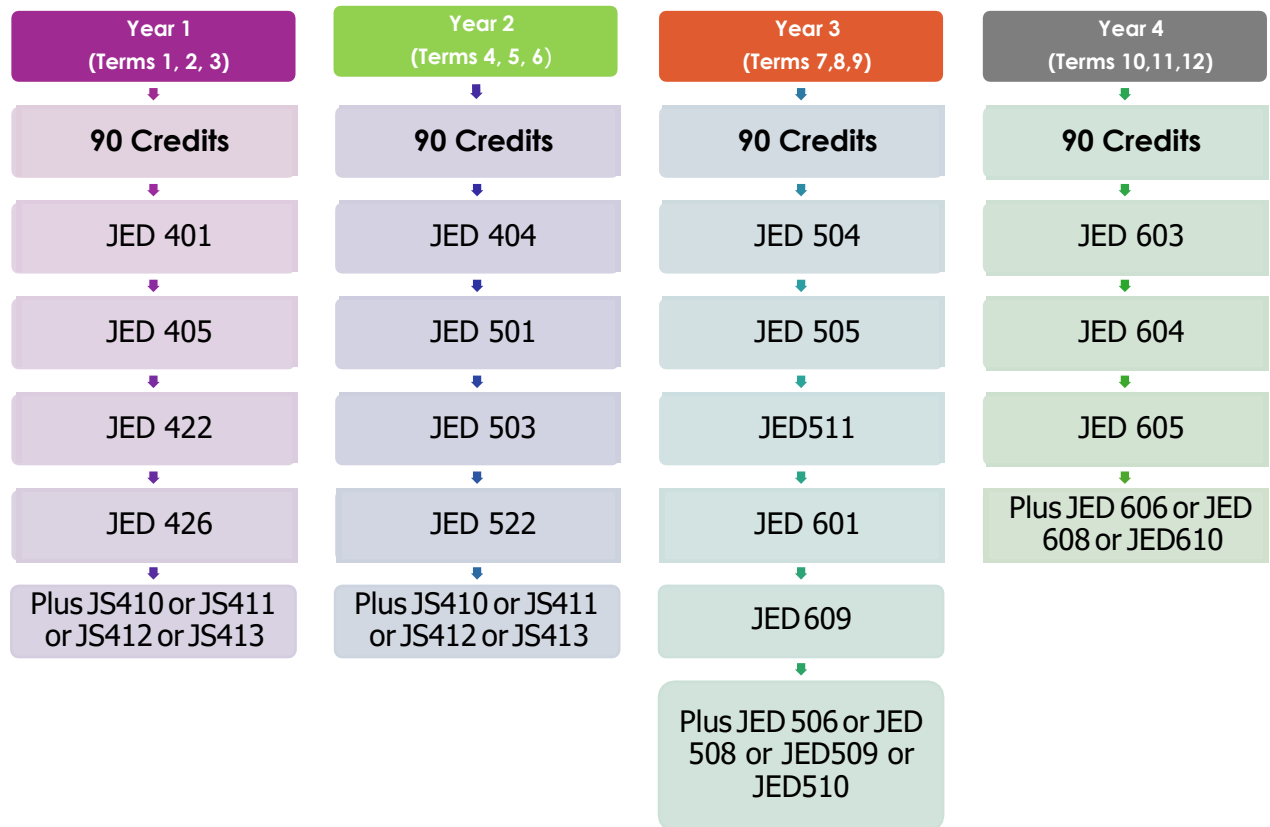
12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

below



BA (Hons) in Jewish Education Programme Structure



BA Hons – Year 1 Programme of Study

Term 1

- Induction
- JED 405 Reflections on Professional Practice (20 Credits)
- JED 401 How children learn and teachers teach (10 Credits)

Term 2

- CORE Module
- JED 422 Principles of teaching and learning (20 Credits)
- ***OPTIONAL Modules (choose one option)***
- JS 410 Rabbinic Literature (20 Credits)
- JS 411 Jewish Law (20 Credits)
- JS 412 Tenach [Hebrew Bible] (20 Credits)
- JS 413 Post-Holocaust Jewish Thought (20 Credits)

Term 3

- JED 426 The Jewish Studies Curriculum (20 Credits)

BA Hons – Year 2 Programme of Study

Term 4

- JED 404 What is Jewish Pedagogy? (10 Credits)
- JED 501 Investigating Child Development in Jewish Studies (20 Credits)
- **120 Credits Completed** **Cert HE in Jewish Education**

Term 5

- CORE Module
- JED 503 Managing a Jewish Studies Classroom (20 Credits)
- ***OPTIONAL Modules (choose one option)***
- JS 410 Rabbinic Literature (20 Credits)
- JS 411 Jewish Law (20 Credits)
- JS 412 Tenach [Hebrew Bible] (20 Credits)
- JS 413 Post-Holocaust Jewish Thought (20 Credits)

Term 6

- JED 522 Understanding Diversity in the Jewish Studies Classroom (20 Credits)

BA Hons – Year 3 Programme of Study

Term 7

- JED 504 The Researching Teacher (10 Credits)
- JED 511 Principles of Teaching and Learning (20 Credits)

Term 8

- CORE Module
- JED 505 Planning a Jewish Studies Sequence (10 Credits)
- **OPTIONAL Modules (choose one option)**
- JED 506 Jewish History 1 (20 Credits)
- JED 508 Teaching Jewish Literacy 1 (20 Credits)
- JED 509 Principles of 2nd Language Acquisition (20 Credits)
- JED 510 Early Years Education (20 Credits)
- **240 Credits Completed Dip HE in Jewish Education**

Term 9

- JED 601 Jewish Approaches to Learning (20 Credits)
- JED 609 Resourcing the Jewish Studies Classroom (10 Credits)

BA Hons – Year 4 Programme of Study

Term 10

- JED 603 Incursion in the Jewish Studies Classroom (20 Credits)
- JED 604 The Ethos of the Jewish Studies School (10 Credits)
- **300 Credits Completed** **BA in Jewish Education**
(*without honours*)

Term 11

- CORE Module
- JED 605 Individual Research Study (40 Credits)
- ***OPTIONAL Modules (choose one option)***
- JED 606 Jewish History 2 (20 Credits)
- JED 608 Teaching Jewish Literacy 2 (20 Credits)
- JED 610 Early Years Education in the Jewish School (20 Credits)

Term 12

- JED 605 Individual Research Study (40 Credits)
- **360 Credits Completed** **BA (Hons) in Jewish Education**

12.2 Levels and modules

Starting in academic year 2010/11 the University has changed the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. Therefore the old coding is bracketed below.

Level 4 (1)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<i>Students must take all of the following:</i>	<i>Students must also choose two from the following:</i>	<i>Students must pass all of the modules to progress.</i>
How Children Learn and How Teachers Teach JED401 10 credits	Rabbinic Literature JED410 20 credits	
Principles of Teaching and Learning in Jewish Studies JED422 20 credits	Jewish Law JED411 20 credits	
What is Jewish Pedagogy? JED404 10 credits	Tanach (Hebrew Bible) JED412 20 credits	
Reflections on Professional Practice JED405 20 credits	Post-Holocaust Jewish Thought JED413 20 credits	
The Jewish Studies Curriculum JED426 20 credits		

Level 5 (2)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<i>Students must take all of the following:</i>	<i>Students must also choose one from the following:</i>	<i>Students must pass all of the modules to progress.</i>
Investigating Child Development within Jewish Studies JED501 20 credits	Jewish History 1 JED506 20 credits	
Understanding Diversity in the Jewish Studies Classroom JED522 20 credits		
Managing a Jewish Studies Classroom JED503 20 credits	Teaching Jewish Literacy 1 JED508 20 credits	
The Researching Teacher JED504 10 credits	Principles of Second Language Teaching and Acquisition JED509 20 credits	
Planning a Jewish Studies Learning Sequence JED505 10 credits	Early Years Education JED510 20 credits	
Principles of Teaching and Learning in a Jewish Studies Classroom JED 511 20 credits		

Level 6 (3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<i>Students must take all of the following:</i>	<i>Students must also choose one from the following:</i>	<i>Students must pass all of the modules to progress.</i>
Jewish Approaches to Learning JED60120 credits	Jewish History 2 JED606 20 credits	
Inclusion in the Jewish Studies Classroom JED603 20 credits		
The Ethos of a Jewish School JED604 10 credits	Teaching Jewish Literacy 2 JED608 20 credits	
Individual Research Module JED 605 40 credits	Early Years Education in the Jewish School JED610 20 credits	
Resourcing the Jewish Studies Classroom JED609 10 credits		

12.3 Non-compensatable modules

Module level	Module code
None	None

13. A curriculum map relating learning outcomes to modules

See the curriculum map below

14. Information about assessment regulations

Assessment information can be found earlier in this handbook (see pages 13 and 22), and the Middlesex Code of Assessment Practice which can be found in section M of the University Regulations, can be accessed here: <http://www.mdx.ac.uk/regulations>.

15. Placement opportunities, requirements and support (if applicable)

The course requires students have a placement in a school to allow them to observe classroom teaching and to give them an opportunity to reflect and consider concrete examples of learning and teaching. As it is expected that many students will be teaching full-time, their paid employment teaching Jewish Studies or as a teaching assistant in a Jewish Studies setting in a school will apply. Students who are not employed in a school setting are required to take a volunteer placement which the course team can facilitate if a UK student. For more information, please contact the programme leader Dr. Helena Miller helena.miller@lsjs.ac.uk.

16. Future careers

For graduates wishing to pursue a UK teaching career, London School of Jewish Studies offers training leading to QTS (Qualified Teacher Status) through the London School of Jewish Studies. Please speak to Galia Segal (galia.segal@lsjs.ac.uk) for further information.

There are a wide variety of other career opportunities available, such as an informal educator in a school or other organisational framework. For more information, please contact the lead tutor.

17. Particular support for learning

Students have an allocated personal tutor throughout the programme, who with the student oversees the academic and professional development of this student.

18. JACS code (or other relevant coding system)

X390 Academic studies in education not elsewhere classified

19. Relevant QAA subject benchmark group(s)

Education Studies

20. Reference points

Quality Assurance Agency (2018) *Subject Benchmarks for Education Studies*, QAA

Quality Assurance Agency (2014) *The Frameworks for Higher Education Qualifications of UK degree awarding bodies*.

Quality Assurance Agency (2018) *The UK Quality Code for Higher Education*

Middlesex University Regulations – <http://www.mdx.ac.uk/regulations/>

Middlesex University Learning, Teaching & Assessment Strategy

Middlesex University Learning Framework and Curriculum Design Guide

Middlesex University Corporate Plan

21. Other information

Curriculum map for B.A (Hons) Jewish Education

This section details the degree's programme outcomes, shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

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Programme Outcomes, showing highest level achieved by all graduates.

