



**Middlesex
University
London**



London School
of Jewish Studies

BA (Hons) Jewish Education

Programme Handbook Distance Education

September 2025 - August 2026

**Validated by Middlesex University, London, UK. Faculty of
Health, Social Care & Education**

Programme Leader: Yolande Pieters

**Distance Learning Programme Managers: Sarah Wagman and
Yolande Pieters**

Institutional Link Tutor: Dr Helena Miller

Middlesex Link Tutor: Rebecca Lerman

Student Name:

This handbook can be found at: www.lsj.ac.uk/research-and-degrees/.

If you have a disability which makes reading this handbook or navigating our website difficult and you would like to receive information in an alternative format, please contact Mrs. Suzanne Wayland suzanne.wayland@lsj.ac.uk

We can supply sections from this publication as

- a Word document with enlarged type — sent by email
- printed copy on non-white paper
- printed copy with enlarged type

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can and include details of your disability and associated paperwork.

Purpose and status of your student handbook

The purpose of this handbook is to provide you with information about your programme of study, to direct you to other general information about studying at LSJS and information about Middlesex University, which validates this programme of study.

The material in this handbook is as accurate as possible at the date of production. You will be informed of any major changes to the information in this handbook in a timely manner.

This handbook must be read in conjunction with the Middlesex University regulations, available at <http://www.mdx.ac.uk/aboutus/Strategy/regulations/index.aspx>.

Your comments on any improvements to this handbook are welcome: please send them in writing (an email will suffice), with the name of the handbook, to Suzanne Wayland (suzanne.wayland@lsj.ac.uk).

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Introduction

Your Programme Handbook

The purpose of this Handbook is to introduce you to your programme of study and to direct you to other general information about studying at the London School of Jewish Studies and Middlesex University. The material in this document is as accurate as possible at the date of production; however, you will be informed of any major changes in a timely manner.

Your comments on any improvements to this handbook are welcome. Please put them in writing (an email will suffice) with the name of the Programme Handbook to **Yolande Pieters (Programme Leader)** yolande.pieters@lsjs.ac.uk

Information in Alternative Formats

This handbook can be found online at: <https://www.lsjs.ac.uk/ba-hons-jewish-education.php>

If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact **Suzanne Wayland**

Suzanne.wayland@lsjs.ac.uk

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The University Regulations

As a student of Middlesex University you agree to abide by the University Regulations when you enrol and therefore you should read this handbook in conjunction with the Regulations which are available online at; www.mdx.ac.uk/regulations.

LSJS will apply the same timescales, processes and decision-making requirements as set out in the Middlesex University Academic Regulations. Where any discrepancy arises between these procedures and the Middlesex University Academic Regulations, the Middlesex University regulations will take precedence.

Academic Calendar

Academic Calendar September 2025 to August 2026

Key Dates

Programme Voice Group Meetings	Assessment Board Dates	Graduation Ceremonies
- Thursday 20th November 2025 - Thursday 12th March 2026 - Thursday 19th November 2026	- Thursday 18th September 2025 - Thursday 15th January 2026 - Thursday 16th July 2026 - Thursday 17th September 2026	Thursday 9th July 2026

College Closure

The campus is closed on all UK public holidays and Jewish festivals as well as Purim, Erev Pesach, Tisha B'Av, Chol Hamo'ed Succot and Chol Hamo'ed Pesach. Please note that the LSJS office closes early on Friday afternoons and on the day before a festival (*erev chag*).

Public Holiday Closure Dates	Jewish Holiday Closure Dates
- Thursday 25th December 2025 - Friday 26th December 2025 - Thursday 1st January 2026 - Friday 3rd April 2026 - Monday 6th April 2026 - Monday 4th May 2026 - Monday 25th May 2026 - Monday 31st August 2026 - Friday 25th December 2026 - Saturday 26th December 2026	- Tuesday 23rd and Wednesday 24th September 2025 - Thursday 2nd October 2025 - Tuesday 7th – Tuesday 14th October 2025 inclusive - Tuesday 3rd March 2026 - Thursday 2nd – Thursday 9th April 2026 - Friday 22nd May 2026 - Thursday 23rd July 2026 - Monday 21st September 2026 - Monday 28th September – Friday 2nd October 2026

Term Dates and Assessment Schedule (distance education) BA Year One 2025-6

Term	Module No	Module Code	Summative Assessment
1 (29 th September - 19 th December)	1	JED 405	03.12.25
	2	JED 401	14.01.26
2 (12 th January- 31 st March)	3	JED 404	16.03.26
	4	JED 422	15.04.26
3 (13 th April-10 th July)	5	JED 426	16.07.26

Term Dates and Assessment Schedule (distance education) BA Year Two 2025-6

Term	Module No	Module Code	Summative Assessment
1 (29 th September - 19 th December)	1	JED 511	10.12.25
	2	JED 504	15.01.26
2 (12 th January- 31 st March)	3	JED 505	26.02.26
	4	JED 508	15.04.26
3 (13 th April-10 th July)	5	JED 503	30.06.26

Term Dates and Assessment Schedule (distance education) BA Year Three 2025-6

Term	Module No	Module Code	Summative Assessment
1 (29 th September - 19 th December)	1	JED 511 JED504	10.12.25 15.01.26
	2	JED 505 JED 508	26.02.26 15.04.26
3 (13 th April-10 th July)	3	JED 601	30.06.26
	4	JED 609	24.07.26

Term Dates and Assessment Schedule (distance education) BA Year Four 2025-6

Term	Module No	Module Code	Summative Assessment
1 (29 th September - 19 th December)	1	JED 603	11.12.25
	2	JED 604	12.01.26
2 (12 th January – 31 st March)	3	JED 608	15.04.26
	4 pt1	JED 605	04.02.26
3 (13 th April- 10 th July)	4 pt2	JED 605	09.07.26

Welcome to the London School of Jewish Studies

LSJS is a world-class centre of Jewish scholarship, training and teaching which inspires our community with a lifelong love of Jewish learning and practice. We train and develop school teachers, rabbis and educators, and deliver innovative, game changing Jewish education programmes.

Established under its previous name of Jews' College in 1855 as a rabbinical school, and set up, in the words of Founder and President Chief Rabbi Nathan Marcus, 'so that our schools and pulpits will be filled with well-trained teachers', LSJS has a long history of academic study, and teacher and educator training. After half a century as a purely rabbinical institution, in 1904 the College entered into a partnership with the University of London that lasted 94 years, offering its students an Honours degree in Hebrew and Aramaic alongside their ordination. During this period, the College trained many teachers and rabbis: graduates of the institution include Rabbi David Meyer, and late Chief Rabbi Lord Jonathan Sacks zt"l.

The College became known as LSJS in 1999, and since then has offered degree programmes together with the School of Oriental and African Studies, King's College London, Greenwich University and Birkbeck College, London University. LSJS began to provide high-level adult education programmes from 2002, and continues to offer outstanding and varied learning opportunities to the wider Jewish community.

In recent years LSJS has renewed its emphasis on its original goal of training rabbis and other educators. The ordination of rabbis was resumed in partnership with the Montefiore Foundation in 2012, and from 2011 LSJS became a centre for the training of up to 50 Jewish teachers a year, providing the community's schools with proficient and qualified staff.

LSJS's two degrees in Jewish Education, validated by Middlesex University, completes its suite of programmes designed to improve levels of Jewish education. The BA (Hons) in Jewish Education is designed for those teachers who, lacking a degree, are unable to achieve qualified status, and it provides the opportunity to work towards qualifications while working or volunteering in a school. The MA in Jewish Education allows for the continued professional development of Jewish educators, as well as further research and academic study. Through these degrees, as well as through offering Initial Teacher Training and Assessment Only routes to Qualified Teacher Status, LSJS will ensure a supply of competent and qualified teachers for the Jewish community.

We now also use our distance education facility to make our innovative degree programmes, continuing professional development seminars, and adult education courses, available to Jewish communities worldwide.

Welcome from the Programme Leaders

It gives us great pleasure to welcome you to LSJS and to the BA (Hons) in Jewish Education. We are excited about the opportunities this programme will provide you as a Jewish Studies professional in developing your teaching practice, furthering your qualifications and paving the way to becoming a fully qualified teacher.

The future of the global Jewish community and the success of its Jewish schools depend on the ability of our teachers to engage their students with Judaism in meaningful ways. This degree programme aims to support you in meeting this challenge, offering new pedagogical insights, innovative teaching ideas and a network of like-minded colleagues.

This programme aims to equip you with the confidence and know-how to become a problem solver in local and global educational settings, capable of making a difference to the lives of pupils and students in any educational setting.

This degree will give you a sound foundation for further study relevant to a range of roles within education. You will develop your understanding of policy and practice in education, and gain the knowledge and skills needed to work collaboratively and equitably in a range of settings within a Jewish context. While many of the examples we use are based on the UK, you will have an opportunity to develop your understanding of education irrespective of where you are geographically working in education. Sharing ideas from different countries allows you to have a global perspective on Jewish education.

You will experience a warm, nurturing and friendly environment studying with LSJS, in which you will be encouraged to grow and develop, both academically and professionally.

We welcome your feedback, both on the module by module feedback forms and also through our programme voice group, which allows our students to express their views and discuss issues with faculty. Feedback helps us to constantly improve and develop our programme.

We are confident that you will feel you have made the right choice in studying at this vibrant and dynamic institution. Whether you are a UK or an international student we look forward to working with you. We wish you success in your studies and hope that you enjoy your time with us.

Yolande Pieters and Sarah Wagman

Welcome to Middlesex University and the Faculty of Health, Social Care and Education

Welcome to Middlesex University. Although you will enrol at and virtually attend the London School of Jewish Studies, the BA (Hons) Jewish Education is validated by Middlesex University and therefore you are a student of both institutions. Within Middlesex University the BA (Hons) Jewish Education is part of the School of Health and Education.

Middlesex University has a strong reputation as a leading innovator in higher education and the Faculty of Health, Social Care and Education is a well-recognised centre for professional education and research in London. Along with our diverse range of programmes and research opportunities, we offer various approaches to study and delivery to suit you and your commitments. We emphasise a flexible, lifelong learning approach, backed up by expertise gained through our pioneering developments in work-based learning. Teaching, learning and research in the Faculty has a strong emphasis on interdisciplinary activity. Our aim is to link policy and practice, theory and action through high quality learning and research. There is a wide range of study opportunities at

undergraduate and postgraduate level, including diplomas, degrees, short courses and CPD opportunities. Many of the courses are designed and accredited in conjunction with the relevant professional bodies. A number of the programmes are developed with collaborative partners, either in the UK or overseas. This is one of those programmes.

We are pleased that you have chosen to study with the London School of Jewish Studies and hope that you find your time enjoyable and stimulating. The format of your degree gives you the opportunity to further your education while fulfilling your responsibilities to both your family and your career in education. You can choose when and where you study!

Through our validation and link tutor system we support the London School of Jewish Studies to help you build on your skills and knowledge to fulfil your full potential.

We wish you well in your future studies.
Rebecca Lerman
Middlesex Link Tutor

Being a Middlesex Student on this Validated Programme

Being a Middlesex student on this validated programme means, in brief, the following:

- If you successfully complete the programme you will receive the Middlesex qualification of BA (Hons) Jewish Education.
- You may attend the appropriate Middlesex University graduation ceremony.
- You do not receive a Middlesex ID card, although you will receive an LSJS ID card.
- You are not a member of the Middlesex University Students' Union.

This list is not exhaustive. Please contact Yolande Pieters at yolande.pieters@lsjs.ac.uk if you have any questions about your entitlements as a Middlesex student.

The BA (Hons) Jewish Education programme abides by Middlesex University Regulations, which are available at <http://www.mdx.ac.uk/aboutus/Strategy/regulations/index.aspx>.

Your Distance Education Programme

With the introduction of the distance education mode of delivery in September 2021, we are delighted to be able to open the BA (Hons) Jewish Education to students who are unable to attend LSJS on a regular basis. Wherever you live in the world, and whatever other personal and professional responsibilities you have, we aim to bring the LSJS experience to you.

The programme has been carefully structured to enable you to do most of your studying in your own time, but without missing out on real time interaction with your tutors and peers at crucial phases of each module. Generally, this interaction will take the form of a webinar towards the end of the module, giving you the opportunity to discuss your ideas for your essays and other assignments with tutors and peers. One of the many advantages of this structure is that it means that each student can progress through the learning resources at their own pace, whilst at the same time benefiting from being part of an online community of learners. There will also be many opportunities for asynchronous communication with peers and tutors via email and online forums.

The Middlesex University Regulations

As a student of Middlesex University there are regulations and policies that you should make yourself aware of before you commence with your studies. These regulations detail the rules around assessment, how grades are awarded, and how assessment is conducted. This includes details on unforeseen circumstances (Force Majeure), academic integrity and misconduct and what you should do if circumstances mean you cannot complete an assessment. Full details of the regulations for all learners at Middlesex can be found at:
<https://www.mdx.ac.uk/about-us/policies> (scroll to university regulations)

Although it is not necessary to read the Regulations in their entirety, you should know where you can find them and also be aware of the following key details:

Appeals

You should be familiar in particular with the Appeal Regulations and Procedures (Section G) at LSJS, and you have to act in accordance with these procedures if you submit an appeal:
<http://www.mdx.ac.uk/aboutus/Strategy/regulations/sectiong.aspx>.

Academic Misconduct

You should be familiar with the Infringement of Assessment Regulations/Academic Misconduct regulations (Section F) at LSJS, and you have to act in accordance with these procedures in the case of any alleged academic misconduct:
<http://www.mdx.ac.uk/aboutus/Strategy/regulations/sectionf.aspx>

Also available for consultation are the following important documents:

- **The Memorandum of Co-operation**

This is the formal agreement between Middlesex University and LSJS on the delivery of the programme. The Memorandum, among other things, sets out the responsibilities of both LSJS and Middlesex University. In brief, these include access to facilities at Middlesex, link tutor attendance at Programme Voice Group and arrangements for appeals and complaints.

If you wish to view this document then please contact Suzanne Wayland at
suzanne.wayland@lsjs.ac.uk.

- **Quality Assurance Agency for Higher Education (QAA) UK Quality Code, chapter B10: Management of collaborative arrangements.**

The QAA is an independent agency appointed by the UK Government to be responsible for upholding the academic quality and standards of all universities and colleges in the UK. The QAA produce the [UK Quality Code](#), which outlines the key expectations placed on all UK Higher Education providers. In particular, there is a specific chapter on how institutions should manage partnership arrangements, such as the programme you are now enrolled on. The QAA also review higher education providers (including Middlesex and its partners) to ensure that they are operating in line with the Quality Code and providing the best academic experience for their students.

You can also learn more about Quality Assurance from watching two short [videos](#) designed specifically for students in Higher Education, which are available at:
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/what-is-quality>.

CONTACTS AND COMMUNICATION

Programme staff list and contact details

The following members of staff are those who have a major input into your programme. Please use email to contact staff members in the first instance. If you need to speak to a staff member by telephone, please call Mrs Suzanne Wayland on 0208 203 6427 to arrange this.

Programme Leader

Yolande Pieters

Yolande.pieters@lsjs.ac.uk



London School of Jewish Studies Institution link tutor

Dr. Helena Miller

Helena.miller@lsjs.ac.uk

Academic Office hours

Mondays- Thursdays 8a.m. – 6 p.m



Middlesex University Link Tutor

Rebecca Lerman

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+44(0)208 411 4781

Dean, London School of Jewish Studies

Rabbi Dr Raphael Zarum

Raphael.zarum@lsjs.ac.uk

Academic Office hours-

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Director of Academic Quality

Shivanti Lowton

shivanti.lowton@lsjs.ac.uk

Office hours –

Fridays 9 am – 11 am



Technical staff

Luke Cox
Educational Technology Support Officer
helpdesk@lsjs.ac.uk

**Administrative staff**

Mrs Suzanne Wayland
Academic Registrar
+44(0)208 203 6427 Ext. 204
suzanne.wayland@lsjs.ac.uk



Paul Gould
Chief Operating Officer
+44(0)208 203 6427 Ext. 205
paul.gould@lsjs.ac.uk



Your other points of contact for the BA Distance Education programme are the Distance Education Programme Managers:

Sarah Wagman sarah.wagman@lsjs.ac.uk

Yolande Pieters Yolande.pieters@lsjs.ac.uk

Your Programme Team

Throughout your time at Middlesex your Academic Advisor will be your point of contact to help you through the challenges and celebrations of your academic progress. Academic Advisors are organised by your department and therefore may operate slightly differently across the University. Information on the support provided by Academic Advisors is available at <https://unihub.mdx.ac.uk/study/academic-advisors>

Virtual Learning Environment

You will be able to engage with your tutors, peers and the course materials via the LSJS virtual learning environment “e-lsjs” (Moodle.lsj.ac.uk). You will receive a password and other login details as part of the registration process, and detailed information about how to use the site is included in your induction module.

You should login on a regular basis, ideally daily, to check for messages and updates. We will inform you via email in advance of any scheduled work which means the site will not be available (e.g. upgrades to the system).

Email

Email will be an important channel of communication for this degree programme, and you will be provided with an LSJS email address as part of the registration process. You are expected to check your emails daily for updates, bulletins and general messages, both personal and on a collegiate basis.

Your contact and personal details

You should ensure that we are kept up to date with your contact details, to ensure that all important communication reaches you. You can update your contact details by contacting the Academic Registrar, Suzanne Wayland (suzanne.wayland@lsjs.ac.uk).

Giving your feedback: suggestions and complaints

If you have a suggestion or complaint about any aspect of the programme, please raise it in the first instance with your Director of Studies, Personal Tutor or the relevant module leader, who will advise on how best it can be taken on board or resolved. If you are not satisfied with the outcome, you are able to progress the matter formally in accordance with the LSJS Complaints and Grievance Procedures (see Appendix 1).

The LSJS Complaints and Grievance Procedures must be followed and have been fully exhausted before you can follow the Middlesex University ‘Complaints in relation to collaborative partner institutions’, which can be found in the Middlesex University regulations: <http://www.mdx.ac.uk/regulations>.

Data protection and privacy

The information that you provide at enrolment is held on a computerised database and maintained in accordance with the Data Protection Act. We ensure that the data is held securely and not

disclosed to third parties without your consent, unless we are obliged to do so by law. For further details please refer to the University of Middlesex's Data Protection Policy at:

<http://www.mdx.ac.uk/Assets/GPS4.pdf>.

YOUR PROGRAMME

General Information about the BA Jewish Education

The BA (Hons) Jewish Education aims to equip students with a qualification with which they can proceed towards gaining qualification as a teacher and progressing to careers as Jewish Studies teachers, teachers of secular subjects or other roles in education and Jewish Studies.

In the course of this programme, you will be studying a range of examples of educational policies and approaches. We have used the UK secular and Jewish education systems to provide an overarching case study and coherent framework for the programme. However, many of you will be familiar with different educational contexts and locations. There will be plenty of opportunities for you to compare and contrast your own experience with the examples given in the programme. This enables the programme to include diverse perspectives and be flexible enough to tailor your learning to your experience, background and school environment.

Please see the diagrams below outlining which modules are taken at which points on the degree programme.

Entry requirements

We take a flexible approach to admissions that is personalised to students and takes into consideration the 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. Students' prior learning and/or experience in education
3. 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
4. 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.

For students from outside the UK., we expect equivalent grades and achievement according to individual circumstances.

All potential candidates are interviewed to assess their suitability for the course, please see further details on the UCAS website <https://www.ucas.com>

Costs during your course

LSJS does not charge any additional fees, beyond the course fees. However, you will need to allow for the costs of books and other learning materials, and to ensure that you have access to reliable information technology facilities. You will be expected to buy core texts for each module. In most cases, this will be limited to two books per module. However, some modules will require a larger number of relatively inexpensive books. You will also need to pay a subscription for membership of databases that are a course requirement. You should allow up to £200 per year for database subscriptions, books and other learning materials.

If you are unable to access the LSJS library on a regular basis, you may wish to take out membership of an academic library on line and/or closer to your home and, if so, you should also bear the potential cost in mind. However, many resources are available, and we expect that students who do not have access to a local academic library will nevertheless be able to complete all of the requirements of the course.

Learning, Teaching and Assessment

The learning, teaching and assessment approaches used throughout the programme will encourage you to be actively involved in your learning and to co-operate with other students. We aim to give you prompt feedback on your learning as well as opportunities to reflect upon, and learn from, that feedback.

Learning and teaching methods

You will be actively involved in a range of learning, teaching and assessment approaches, as part of the BA(Hons) Jewish Education. Such active approaches aim to put you at the centre of your learning, so that you are involved and engaged in all aspects of your assessment and learning. Your programme will require active participation in learning activities and engagement with fellow students, working together as part of a small group. It is intended that you will be able to use many of the varied teaching methods you experience on this degree programme in your own subsequent teaching.

In designing the distance education mode of delivery of this programme, your tutors have sought both to replicate the best features of our face-to-face mode of delivery, and to take full advantage of the flexibility offered by e-learning. Each module provides opportunities for you to collaborate with your fellow students, sometimes in pairs or small groups and sometimes as part of a whole class on-line discussion. On the dedicated Moodle site for each module, you will find clear instructions guiding you through the activities and resources to support your learning for that module, including audio recordings, videos, interactive quizzes, PowerPoint presentations and reading materials. A webinar at the end of each module will give you the opportunity to present your ideas for your final assessment and get feedback from your tutor and peers.

As a distance education student, you will also be developing skills which are essential for your learning and are highly valued by employers. These include, but are not limited to: time-management, working flexibly, communication, understanding of information technology, team working and creating shared understandings.

Strategies for Successful Completion of the BA (Hons) Jewish Education via Distance Education

Embarking on a programme of postgraduate study is challenging for most people, particularly if they have demanding jobs and/or significant family responsibilities. Although the flexibility of online learning means that, in some ways, it may be easier to fit the demands of a distance education programme into your schedule, successful completion of the programme will require a particular set of skills and approaches. The following list of tips from successful distance learning students, which will also be discussed and further developed in the induction module, may be helpful to you:

1. Develop a time management strategy and ensure that you schedule adequate time both to work through the module content and to complete your assessments.

It may be helpful to put the assessment deadlines in your calendar as soon as you have registered on a module. Then work backwards, scheduling dedicated time to work on each assignment. Try to avoid “cramming”, whether in the form of procrastinating about working through the module sessions, or trying to write an assignment in a very short space of time (e.g. the night before the

deadline). The modules have been structured to allow you to work through the sessions at a manageable pace. If you aim to complete each session within about one week, you will have adequate time to reflect on the learning materials and seek clarification on anything you do not understand, before writing a draft of your assessment.

You might consider reading *Getting Things Done* by David Allen <http://gettingthingsdone.com/>, or other productivity books and websites recommended by friends or tutors.

2. Make the most of online discussion such as webinars.

When scheduling webinars, your tutors will have allowed adequate time for you to work through the relevant learning resources before attending the webinar. If you haven't prepared for the webinar it may be a missed opportunity for in-depth engagement.

3. Whenever possible, try to use the course material in your workplace.

Some assessments will explicitly require you to reflect on workplace experiences, but even where there is no such requirement, applying what you have learnt on the MA programme will both reinforce your learning and, potentially, assist in your ongoing professional development.

4. Ask questions (of yourself, your peers and tutors).

Asking questions is integral to learning and to critical thinking. The "learning Journal record form", which will be provided to you at induction, includes questions for you to ask yourself about each new topic and learning resource you encounter. As well as asking questions if there is something you don't understand, you might also ask questions of your tutors and peers to test your own ideas.

5. Prepare strategies for maintaining your motivation.

Maintaining a consistent level of motivation and completing any multi-year project can be challenging for many people. It may be worth considering in advance what strategies you might use should you notice that your motivation is waning. This is a topic you might wish to explore with your Personal Tutor early in the year. You should also contact your Personal Tutor or the programme leader if at any time you find you are struggling with a lack of motivation, or feel that you have fallen behind for this or any other reason.

6. Use a variety of learning techniques to master the course materials.

The modules have been designed to incorporate a number of different teaching and learning techniques, but you may wish to add in elements of your own. For example, many students find it helpful to talk through their ideas for an essay with a friend or relative who is not familiar with the topic, or to share their initial thoughts and seek comments on a blog or social media post.

7. Actively participate in the virtual community of learners on this course.

Distance education has come a long way since the early years of postal correspondence courses and one-way television and radio programmes. Make the most of opportunities to engage with your tutors and fellow students, using the academic forums, online social spaces, email, social media, messaging services and so forth. You will benefit both academically and socially by being engaged in this way, and you may find that this engagement also helps with your motivation. Some assignments explicitly require you to work with other students, and we would encourage you to build on this experience by creating online study partnerships (similar to a traditional chavruta) or groups.

Your timetable and independent study hours

The number of hours of study needed to complete this programme will vary from student to student. However, it will be helpful for you to know that in the UK higher education system, one credit represents 10 notional hours of learning. Most modules on the BA Honours Jewish Education are worth 10 or 20 credits, which suggests that you will need to devote approximately 100 hours per 10 credit module, and 200 hours per 20 credit module, to reading, preparing assignments, participating in seminars and working through the learning resources and activities. The individual research project which you undertake in your fourth year is worth 30 credits and therefore represents approximately 300 learning hours.

You are allocated to seminars and workshops based upon your module registrations. You will receive your timetable from your Director of Studies and you can also get a copy of it from the LSJS administrative office.

The induction sessions at the start of the year will support your learning and give you a chance to develop the appropriate skills for higher education.

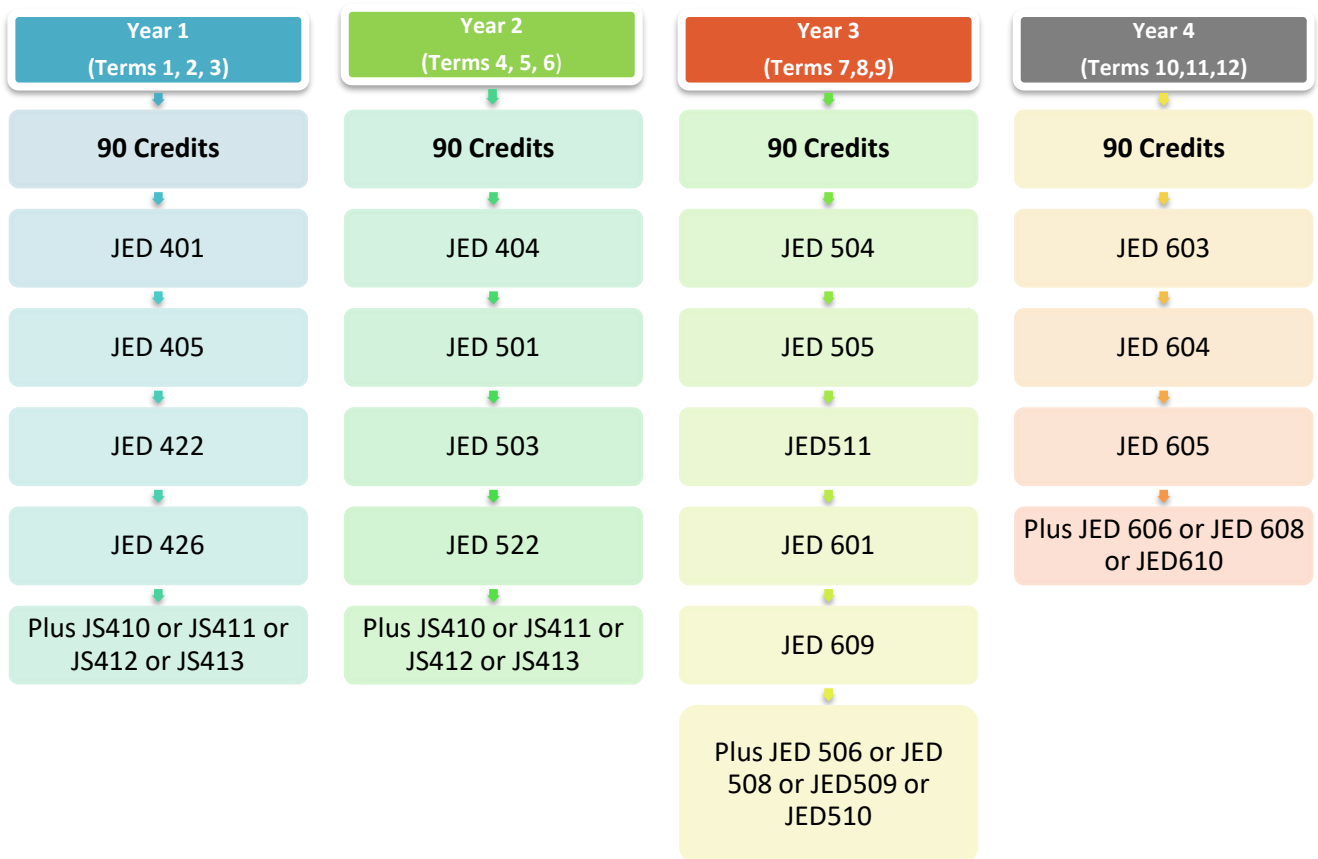
An induction programme helps to familiarise you with LSJS's style of learning, and will get you off to a great start and allow you to meet your fellow students from around the world.

Real time webinars at the start and end of each module should help you to scaffold your learning and also to prepare yourself for the assignment that is assessed at the end of each module.

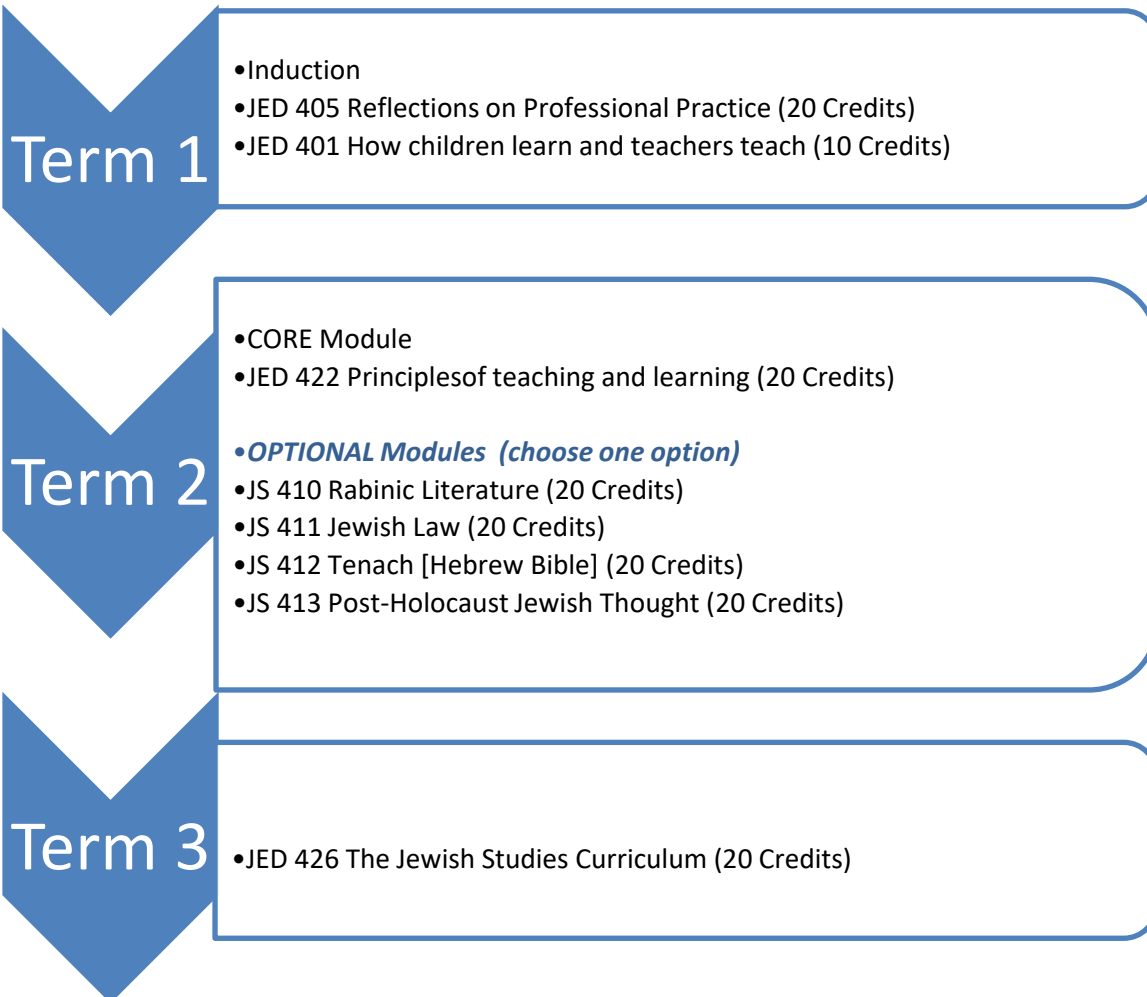
If your timetable is incomplete or if you have any queries about your timetable, then please speak to your Director of Studies.

Any changes to your timetable will be notified to you by your Director of Studies or the Programme Leader.

BA (Hons) in Jewish Education Programme Structure



BA Hons – Year 1 Programme of Study



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*)

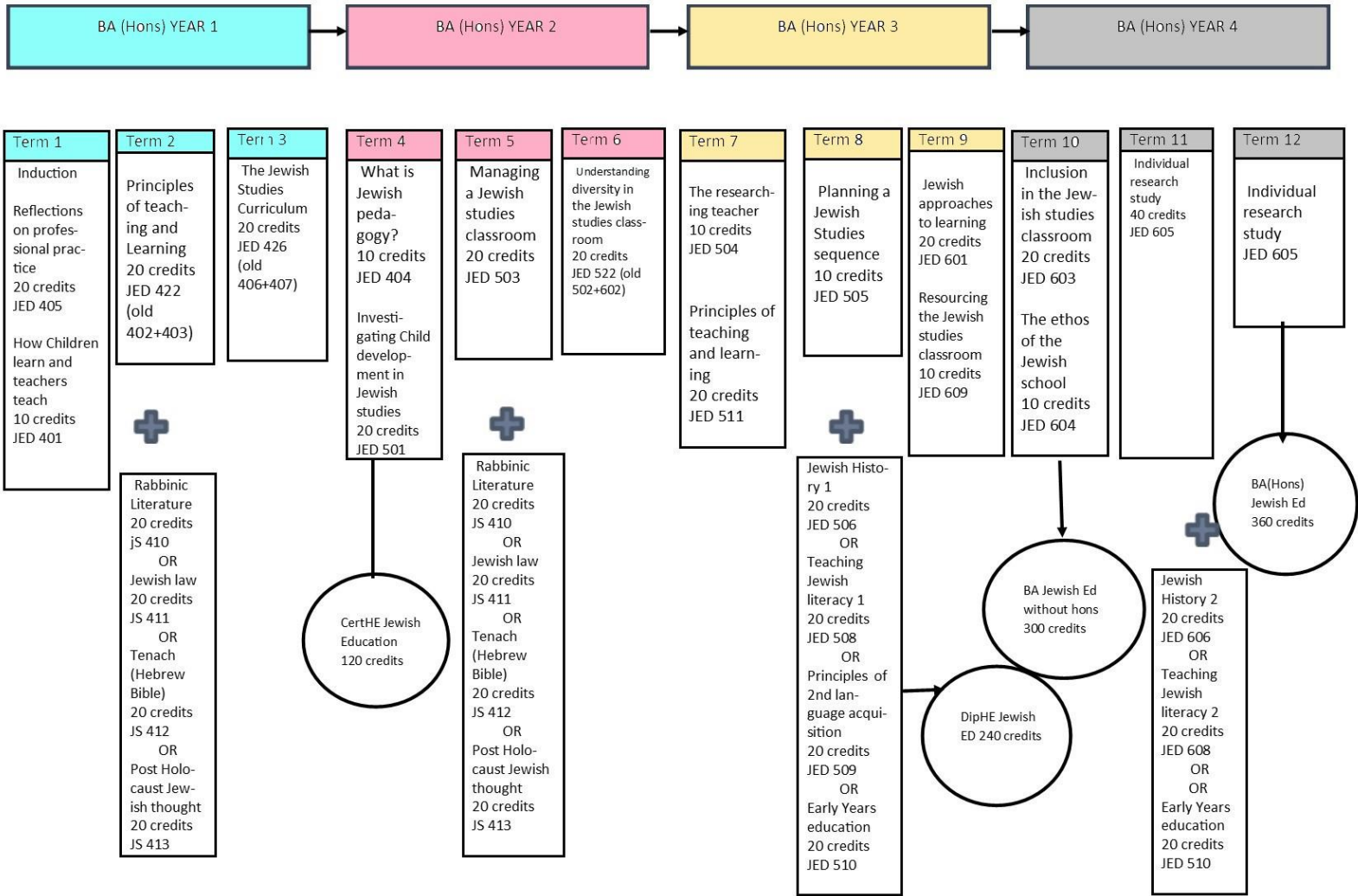
Term 11

- 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**

Programme Structure Diagram



Programme modules

Module Title	Code	FHEQ Level (4-8)	Credit rating	Compulsory /optional ¹
How Children Learn and How Teachers Teach	JED401	4	10	Compulsory
Principles of Teaching and Learning in Jewish Studies	JED422	4	20	Compulsory
What is Jewish Pedagogy?	JED404	4	10	Compulsory
Reflections on Professional Practice	JED405	4	20	Compulsory
The Jewish Studies Curriculum	JED426	4	20	Compulsory
Investigating Child Development within Jewish Studies	JED501	5	20	Compulsory
Understanding Diversity in the Jewish Studies Classroom	JED502	5	20	Compulsory
Managing a Jewish Studies Classroom	JED503	5	20	Compulsory
The Researching Teacher	JED504	5	10	Compulsory
Planning a Jewish Studies Learning Sequence	JED505	5	10	Compulsory
Principles of Teaching and Learning in a Jewish Studies Classroom	JED 511	5	20	Compulsory
Jewish Approaches to Learning	JED601	6	20	Compulsory
SEN in the Jewish Studies Classroom	JED 602	6	10	Compulsory
Inclusion in the Jewish Studies Classroom.	JED603	6	20	Compulsory
The Ethos of a Jewish School	JED604	6	10	Compulsory
Individual Research Module	JED605	6	40	Compulsory
Resourcing the Jewish Studies Classroom	JED609	6	10	Compulsory
Rabbinic Literature	JS410	4	20	Optional
Jewish Law	JS411	4	20	Optional
Tanach (Hebrew Bible)	JS412	4	20	Optional
Post-Holocaust Jewish Thought	JS413	4	20	Optional
Jewish History 1	JED506	5	20	Optional
Teaching Jewish Literacy 1	JED508	5	20	Optional
Principles of Second Language Teaching and Acquisition	JED509	5	20	Optional
Early Years Education	JED510	5	20	Optional
Jewish History 2	JED606	6	20	Optional
Teaching Jewish Literacy 2	JED608	6	20	Optional
Early Years Education in the Jewish School	JED610	6	20	Optional

¹Compulsory modules are those that must be taken, i.e. the award cannot be made unless these modules have been successfully completed. Each of these modules does not necessarily *uniquely* measure achievement of programme learning outcomes. Optional modules are those from which a specified minimum number must be taken, that is, the award cannot be given unless a specified minimum number of optional modules has been successfully completed.

Your learning resources

Many of our modules include core study materials, such as specially written texts and YouTube clips, which you'll be able to access when your module starts. You will also have access to two comprehensive collections of databases:

- EBSCO – a collection of over 2000 full-text publications covering a wide variety of areas related to Education
- JStor Jewish Studies Source – a collection of over 400 full-text publications covering a wide variety of areas related to Jewish Studies

For each module, you will find a short list of core reading materials in the module handbook (these lists also appear in the module narratives in this programme handbook.) You will be expected to purchase a copy of each of the core readings.

In addition, you may need to subscribe to an online database of Jewish and secular electronic resources, in order to access some of the recommended readings for your modules and to facilitate research for your assessments. It is therefore recommended that you become an online member of the Spertus Institute for Jewish Learning and Leadership <http://www.spertus.edu/library>. The cost of this membership has been included in the “tuition fees and other costs” section of this programme handbook. For a modest annual fee (£50), you will gain access to some of the resources that are available on-site in the LSJS library, and to relevant journals and e-books. These resources will also be valuable for any Jewish studies teaching and learning you are engaged in independently of your degree course.

If you live in the London area or plan to visit, you will also be able to take full advantage of the many resources in the Marc Weinberg Community Library at LSJS. As a student on this degree programme, you will automatically become a full member of the LSJS library, one of the most extensive Judaica libraries in Europe, being home to over 70,000 volumes. You will have access to the library's reading room, which is open five days a week, in addition to computer terminals and free WiFi. From the computer terminals you can use up-to-date Judaica software owned by the library, such as the Bar Ilan Responsa Project and the Otzar HaHochma Digital Mega Library.

We will discuss with you access to appropriate learning resources including books and journals on application. You'll have access to resources such as podcasts, broadcasts, computer software and interactive teaching materials through a dedicated Moodle website for each of the modules you're studying.

How and when you will be assessed

Assessment on the BA (Hons) Jewish Education is continuous, and many of the learning activities undertaken in the virtual classroom are structured in a way that contributes to ongoing feedback from your tutor and peers. Each module contains structured activities for formative assessment which are linked to your summative assessment.

IMPORTANT: Assessment deadlines do occasionally change and, while every effort has been made to ensure dates are correct at the time of publishing, you should check your email, the relevant module guide and the designated student area of the LSJS website so that you are aware of any changes.

You will also maintain a Personal and Professional Development Plan (PPDP) throughout the duration of your programme. This will be explained in the induction module and you can develop this during your studies. This will be co-produced with your personal tutor, who will guide you about what aspects of your assessed work and other curricular activities to include in your portfolio as you progress.

Students will normally undertake the programme in the order shown on the programme earlier in this Handbook.

Assessment dates are also shown on those pages.

Reviewing your progress

There are a number of activities built into the first year of your LSJS experience to enable you to focus upon and understand your own learning and development and help you to progress to the second year and achieve good results. To meet school professional requirements, there are also requirements to review and assess your professional readiness for working in a school.

Induction activities will provide an initial introduction to study skills, personal development planning, academic standards and student expectations, along with the opportunity to get to know your fellow students and the programme team.

By week 10 you will have settled into your programme of study and received some informal assessment feedback. At this point you will have a '**Programme Progress Review**', which will be a one-to-one discussion/seminar with your tutor, Director of Studies or a member of the programme team, to talk about your aims and your progress to date

A further opportunity for such one-to-one discussion will be provided during the year when you will review your progress and achievement to date, and identify and plan to meet any specific needs and enable fulfilment of your aims. Our individual tutoring system is designed to support these regular review activities. Our team of personal tutors: Sarah Wagman, Yolande Pieters, Jonathan Bach and Esther Cohen are available for support as needed.

Programme planning

During your first and second years you will plan your programme and select and register for the available modules you wish to take the following year.

Attendance requirements

You will be required to attend all lectures, seminars and tutorials, unless agreed otherwise. If you are unable to attend a class or tutorial, please contact the module leader immediately.

Without exception, all modules need to be successfully completed before students can progress onto the next year of the programme. The X grade is applied if you fail to participate in the learning processes of a module for which you are registered. It is not a 'punishment' for poor attendance, but recognition that you have not been able to prepare yourself for assessment in the content of the module. It is also given when you drop a module without formally removing it from your registered programme of study. We are, of course, aware that students experience difficulties from time to time and we always invite you to discuss any problems with us before they escalate.

Policy on late arrival

You will be expected to arrive punctually at the start of each webinar or tutorial. If you arrive more than 10 minutes late for a session, the member of staff leading the session may refuse you admission.

Please ensure that you notify the module leader in advance of any problems you will have with arriving on time and also to inform your peers if they are dependent on you being part of a learning activity.

Feeding back on your programme

Assessment Boards, Programme Voice Group

The Assessment Boards are one of the main formal channels of communication between staff and students. They are a forum in which student representatives and staff can constructively discuss areas of good practice as well as areas needing improvement, with the collective aim of enhancing the student experience. Students and Staff should both be given assurances they will not be penalised for raising issues at Assessment Board.

Assessment Boards occur each term and your student representatives will ask for programme feedback from you to report to staff at the meeting. You will also be given feedback from both staff and the student representatives on the outcomes.

The dates of the Boards of Study for 2025-6 can be found in the academic calendar at the beginning of this programme guide.

Minutes and actions from previous Boards of Study are made available to you from Suzanne Wayland suzanne.wayland@lsjs.ac.uk Further guidance on the Boards of Study can be found here: <https://unihub.mdx.ac.uk/your-middlesex/student-feedback/>

Programme Voice Groups

The Programme Voice Groups are a forum in which students (through the Student Voice Leader) and staff can constructively discuss areas of good practice as well as areas needing improvement, with the collective aim of enhancing the student experience. Student Voice Leaders will not be penalised for raising issues at a Programme Voice Group.

View the Your Impact pages to see what we're doing to implement changes in response to student feedback.

Each year of every programme is represented by a [Student Voice Leader](#) – a student who is **nominated**/elected to work with students and academic staff to get feedback on what is good and what needs improving on your programme. They represent you and make students' voices heard, collaborating with academic staff to create the best possible student experience.

The dates of the Programme Voice Groups meetings are available from Suzanne Wayland Suzanne.wayland@lsjs.ac.uk and detailed in the Academic calendar in this handbook. Minutes and actions from previous Programme Voice Groups should be made available to you from Suzanne Wayland.

Surveys

We really value your feedback and encourage you to complete student surveys at the end of each module. Providing feedback is part of the learning experience and helps us identify what's working well and any improvements that can be made to the student experience. Throughout your time at LSJS you will be asked to complete surveys that request your feedback on your programme or modules. The aim of the surveys is to gather your feedback to make improvements to current and future cohorts of students and enhance the quality of your experience.

How your Programme is Quality Assured

You may have not heard the terms 'quality assurance', 'academic quality', 'academic standards' before and now you have, you may think they have nothing to do with you. However, these terms are important to you and your programme. Full details on how we do this can be found [here](#).

The Student Protection Plan

One of the Middlesex University core values is 'We put students first'. We have a regulatory framework to support student continuation of study. **The Student Protection Plan covers an assessment of the range of risks to the continuation of study for our students, and the measures put in place to mitigate those risks**, including **arrangements** for refund and compensation. Full details of the Student Protection Plan are available [here](#)

Employability

LSJS is committed to supporting you in enhancing your employability and helping you to develop professionalism in your field of choice. Employers constantly tell us that they are looking for polished graduates who not only have a good degree but who also have the right skills, attributes and values to support their knowledge.

The Confederation of British Industry (CBI) defines employability as 'a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace, to the benefit of themselves, their employer and the wider economy'.

The BA (Hons) Jewish Education has been developed in consultation with head teachers of Jewish schools to meet their needs for developing high-quality and well-trained teachers and educators. It is therefore an ideal degree to take on your route to full-time employment as a teacher in a Jewish school. A first degree is a prerequisite for joining a teacher training course, whether in the UK or in most other countries so, after completing this degree programme, you may be eligible to go on to train for fully qualified teacher status (QTS in the UK).

LSJS offers three postgraduate teacher training courses as part of its Jewish Teacher Training Partnership Programme:

- **School Centred Initial Teacher Training (SCITT)** is a full-time teacher training course leading to Qualified Teacher Status (QTS) and a PGCE verified by Roehampton University. This outstanding rated course works closely with a partnership of Jewish schools in the North London area.
- **School Direct** is suitable for teachers with unqualified teacher experience or significant work experience that is not necessarily in the education field. A UK school will employ you as an unqualified teacher for a year and, during this time, provide training in association with LSJS that leads to QTS, together with an optional PGCert., validated by Middlesex University.

Suitable candidates may be also able to pursue an **Assessment Only route** leading to QTS.

Please contact Jonny Atkins (jonny.atkins@lsjs.ac.uk) for more information about any of these courses.

LSJS also offers an **MA in Jewish Education**, which builds on the work of this BA degree programme. The MA opens up opportunities in educational leadership and management, in addition to research, teaching and lecturing in a range of settings.

Employability and your programme

The development of employability and graduate skills is an integral part of this degree programme.

We recognise that almost all of our BA students are in full time employment throughout the degree programme.

As well as preparing students for a traditional teaching career, the BA (Hons) Jewish Education helps to develop skills which are relevant to a wide variety of careers and transferable to many types of profession. These skills include:

- Group management and motivation
- Personal and career development
- Effective learning
- Problem solving
- Teamwork
- Oral and written communication
- Numeracy
- Information Technology and independent research
- Familiarity with and application of information technology
- Personal and career development

Although this section highlights how employability has been embedded in the BA (Hons) Jewish Education curriculum, it is still your responsibility to actively seek out these skills and identify what is covered and where. Personal tutors will be available to offer you support with this.

Personal and Professional Development Planning

Personal and Professional Development Planning (PPDP) will provide you with an opportunity to assess the value of the skills and knowledge you are developing and identify your future learning and development needs. It offers a structured way to reflect on what you are good at and what you need to develop further. You will learn to review your own skill levels and what you have learned from different situations and environments, including your studies, part-time work, voluntary work and other activities.

You will record your reflections and use them to help you think about and plan your future development. We have allowed time in the timetable for you to work on your PPDP.

PPDP is an important part of your personal development and reflects working environments where employers encourage new graduates to assess their own continuous professional development (CPD) using a portfolio. You can also use your record of PPDP as a valuable aid for marketing your skills to employers in recruitment and selection processes.

PPDP starts during your induction, when you will be invited to reflect on your motivations for taking this degree programme. As the programme progresses, you will develop a personal portfolio, which will be shared with your Director of Studies and Personal Tutor. You will be encouraged to record your own personal reflections and ideas for improving your professional development, in addition to including examples of key evidence that document your progress. These could include:

- Evidence of how you have developed and evaluated your own teaching skills as a result of activities, seminars and workshops
- Written or recorded oral feedback from tutors, peers and head teachers on your progress and development as a teacher

- Transcripts from the modules you have passed, including feedback and a record of grades achieved
- Reflective analysis of critical incidents at various points in your studying which can be written or presented in other formats, such as a video diary or image
- End of year progress reports verified by your Director of Studies
- Records of inter-professional or interdisciplinary learning with other professional groups
- Extra-curricular activities, such as involvement in peer mentoring or participation as a student representative

Health and Safety requirements

The Suitability and Fitness for Practice Procedures are underpinned by our responsibilities towards you and those you work with in relation to Health and Safety legislation, guidance and procedures. During the BA (Hons) Jewish Education, you will be expected to work and observe in a school. During your time in school, you will be subject to the Health and Safety policies and procedures of that school while on their premises.

Our selection and recruitment procedures for the degree programme begin the process of screening students for any particular needs in relation to their health and disability, but if these change or develop while you are on the programme, then we may need to review your situation and support needs.

The Health and Safety Officer for LSJS is Paul Gould 020 8203 6427.

Research Ethics

An ethical approach to the undertaking of teaching, learning, assessments and research activities is of central importance to Middlesex University. Due consideration should be given to ethics in all aspects of your programme. Ethical process should be followed and/or ethical approval sought, before you carry out any work involving **human participants, human data, animals, materials or systems**. This applies to students at all levels of their degree.

Research ethics approval seek to ensure all work is designed and undertaken according to certain principles of ethical research. These include:

- 1. Primary concern must be given to the **safety, welfare and dignity** of participants, researchers, colleagues, the environment and the wider community*
- 2. Consideration of **risks** should be undertaken before research commences with the aim of minimising risks to those involved – i.e. human participants or animal subjects, colleagues, the environment and the wider community, as well as actual or potential risks to those directly or indirectly affected by the research.*
- 3. **Informed consent** should be freely given by participants, or by a trained person when collecting or analysing human tissue (details on accessing and completing online training for gaining informed consent for HTA purposes can be found below in Section 8).*
- 4. Respect for the **privacy, confidentiality and anonymity** of participants*
- 5. Consideration of the rights of **people who may be vulnerable** (by virtue of perceived or actual differences in their social status, ethnic origin, gender, mental capacities, or other such characteristics) who may be less competent or able to refuse to give consent to participate*
- 6. Researchers have a responsibility to the general public and to their profession; as such they should balance the anticipated benefits of their research against **potential harm, misuse or abuse** which must be avoided*
- 7. Researchers must demonstrate the highest standards of **ethical conduct and research integrity**. They must work within the limits of their skills, training and experience, and refrain from exploitation, dishonesty, plagiarism, infringement of intellectual property rights and the fabrication of research results. They should declare any actual or potential conflicts of interest, and where necessary take steps to resolve them.*
- 8. When using human tissues for research, **Human Tissue Act and Human Tissue Authority (HTA) requirements** must be met. Please contact the relevant designated person (DP) or the*

HTA Designated Individual (DI). Further information is provided below in the section: "Human Tissue Authority Information", see 'Governance Structure' document and SOPs etc.

*9. Research should **not involve any illegal activity**, and researchers must comply with all relevant laws*

Within taught degree programmes ethical approval **may** have been pre-sought for research activities that form part of specific modules. Please check with your module tutor/your module guide. Note however that **all students completing a dissertation or independent project** will be required to undertake an ethical review process.

Data **MUST** not be collected without first obtaining ethics approval for your research or ascertaining if data gathering has been pre-approved for a module. If you submit work that includes data gathered from or about people without ethical approval, this may be treated as academic misconduct and could lead to a fail grade being awarded.

Learning, Teaching and Assessment

The learning, teaching and assessment approaches used throughout the programme will encourage students to be actively involved in their learning and to co-operate with other students. We aim to give students prompt feedback on your learning, as well as opportunities to reflect upon and learn from that feedback.

Automatic deferral is not permitted on any of the modules. Students wishing to defer must consult an assessment administrator.

Learning and teaching methods

You will be actively involved in a range of distance learning, teaching and assessment approaches as part of the BA (Hons) Jewish Education. Such active approaches aim to put you at the centre of your learning so that you are involved and engaged in all aspects of your assessment and learning. Your programme will require your active participation in learning activities and engagement with your fellow students, working together as part of a small group. Learning activities may also occur both within and outside the classroom you work in, and the virtual classroom of our course.

Your learning will also be supported by technology. Increasingly your tutors will be using existing and emerging learning technologies to engage you in e-learning activities. Your programme will be facilitated using a variety of media and tools which will allow you flexible access to a diverse range of resources, quizzes and learning materials, as well as collaborative tools with which you can engage and learn with your peers. Not confined by the time and space associated with traditional teaching methods, you will take part in discussions, seminars and learning activities from wherever you are studying. Your tutors will provide any support you may need while learning.

By engaging with e-learning, you will also be developing skills that are essential for your learning and are also highly valued by employers. These include but are not limited to: working flexibly, communication, understanding of information technology, team working and creating shared understandings.

LSJS is developing its e-learning strategy to provide more creative and innovation for students. The BA (Hons) Jewish Education uses learning in a variety of ways. Every student will have access to Moodle, the on-line platform of LSJS. Tutors and lecturers will post learning resources in this area including readings, videos including examples of classroom practice, interactive quizzes, audio and video podcasts and other net-based static resources. Resources, seminars and materials will be posted on Moodle for student use. Tutors will have the opportunity to record presentations for analysis and discussion and, in some cases, assessment. Students will be encouraged to develop a collaborative learning community through the use of a range of applications and technologies.

Many of the modules in the BA (Hons) Jewish Education require the completion of a portfolio of evidence. These are the result of class preparatory tasks, gathered in one document, e.g. summaries of articles and recording best practice seen in schools, with evidence of reflection. Students will upload assignments to their area of the website. These will be checked by a plagiarism tool.

How Students Develop Learning Skills

More and more, adult learners are finding the convenience and flexibility of learning, such as the LSJS course, a match for their learning goals and busy lifestyles. Degree programmes which use on line technologies and blended learning have proliferated in the past decade. We hope our

programme is both convenient and accessible, but understand students may face significant challenges in developing a new set of skills for this type of learning.

Assessment methods

Assessment is an integral part of learning and you may hear it referred to as formative or summative.

Formative assessment is developmental in nature and designed to give you feedback on your performance and how it can be improved. As a result, you will get detailed feedback on formative assessment, but not a grade. Formative assessment is an important part of the learning process and has been shown to contribute to enhancement of learning and the raising of standards. Details of formative and summative assignments for the different modules on the BA (Hons) Jewish Education programme can be seen in the module narrative section of this programme handbook. Further details will be provided in your module handbooks.

Summative assessment is designed to measure the extent to which you have achieved the intended learning outcomes of a module and, therefore, the appropriate grade to be awarded. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner. On the BA (Hons) Jewish Education programme this will comprise portfolio work and files of evidence, where you bring together a number of elements of work that give a more holistic picture of how you meet the learning outcomes and integrate academic theory and practice. We also use a range of presentations, seminars and reports, as well as written reports to test your application of theory to practice, in addition to more traditional methods such as written essays and extended assignments. Reflective writing is a regular feature of education assessment to facilitate your skills in reflective analysis, problem-solving and critical appraisal of challenging issues in the classroom. Jewish education and working in a school involve topics which do not offer easy solutions or straightforward answers to complex questions, and may involve external forces, such as pupils who are not easily controllable. This is why you will be encouraged to debate and reason in your written work and be asked to draw on research and professional practice evidence in support.

Assessment may also involve self, peer or group approaches. For example, you may be asked to assess your own work, indicating where you feel you have clearly demonstrated your understanding and also identifying areas where you can see you have room to improve. Assessment may also be a peer process, where students, individually or as groups, offer feedback on one another's work. This will be supported by appropriate platforms.

Please see the module narratives at the end of this handbook for more information about the specific learning arrangements for your modules. All assignments within the summative assessment must be passed in order to pass the module

An overview of assessment - BA (Hons) Jewish Education

The Programme provides you with opportunities to test your understanding of each module informally before you complete the formal assessments that count towards your final grade.

Each module usually consists of at least one piece of practice or 'formative' assessment for which you receive feedback from your tutor and/or the module cohort. This usually takes place in either an interactive teaching session or a seminar.

Formative assessments are developmental and any grades you may receive for them do not count towards your module mark.

There is a formal or 'summative' assessment at the end of each module. Assessment methods on this degree programme include

- A range of coursework assessments such as essays, reports, portfolios, lesson planning, and educational policies
- Presentations including part of your final year major project (Dissertation).

The grades from formal assessments are your module mark.

Further guidance on the UK quality code for Higher Education Qualifications can be found here: <https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks>

Level 4

Students studying at L4 will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility.

A pass awarded at Level 4 will provide evidence of the following knowledge, skills and understanding:

- Knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- An ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.
- Evaluate the appropriateness of different approaches to solving problems related to the area(s) of study and/or work
- Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments

Level 5

Students will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Students working at level 5 will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

A pass awarded at Level 5 will provide evidence of the following knowledge, skills and understanding:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the degree, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Level 6

Students will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the learner will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. Students will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

Completion of study at level 6 will allow the student to demonstrate the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

A pass awarded at Level 6 will provide evidence of the following knowledge, skills and understanding:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge.
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

How do LSJS Tutors on Level 4 modules support students with assessment?

Module Number	Level	Number of credits	Title of module	Support provided
Induction				• Explanation of course structure • Introduction to academic writing, plagiarism and referencing • Explanation of MOODLE • Students meet each other to build support network • LSJS support structures are explained
JED 405	4	20	Reflections on Professional Practice	• Explanation of how each module guide and marking scheme is written • Seminar used to provide structured support to planning the summative assessment task building on the Formative assessment • Individual academic tutorial offered • Outline draft will be looked at if wanted, and commented on
JED 401	4	10	An introduction to How children learn and how teachers teach	• Formative assessment leads to summative assessment task • Final taught session builds on the above and helps structure the task • Individual academic tutorial offered • Outline draft will be looked at if wanted, and commented on • Personal tutorial and support available whenever required during the year
Writing clinic				This will help you frame your arguments, develop an academic style of writing and look at structure and presentation of your written work building on your written feedback from your first two modules
JED 404	4	10	What is Jewish Pedagogy?	• Specialised tutorial support available for students with little foundation knowledge of the topics that are covered in a typical primary school Jewish Studies curriculum • Formative assessment leads to summative assessment task • Individual academic tutorial offered
JED 422	4	20	Principles of Teaching and Learning in Jewish Studies - Part 1	• Formative assessment leads to summative assessment task • Final taught session is a seminar that will discuss summative assessment task • Individual academic tutorial offered • Outline draft will be looked at if needed and commented on • Personal tutorial with appropriate person on offer

JED 426	4	20	The Jewish Studies Curriculum	• Specialised tutorial support available for students with little foundation knowledge of the topics that are covered in a typical primary school Jewish Studies curriculum • Formative assessment task leads to summative assessment task • Individual academic tutorial offered • Outline draft will be looked at if needed and commented on • Personal tutorial with appropriate person on offer
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How does LSJS support students taking Level 5 modules

- Explanation of each module guide and explanation of each summative assessment task and marking scheme
- Seminar in 20 credit units to provide a cohesive view of the academic content and structured support to help writing the summative assessment task
- A writing clinic to analyse academic writing refresh students on correct referencing and model some high level academic writing
- Outline draft assessment will be looked at if needed and commented on if required
- Formative assessment task supports the summative assessment
- Signposting to appropriate texts in the LSJS library or on line support such as EBSCO
- Specialised personal and academic support offered as required such as contacting student Head teacher, Head of JS or line manager
- Informal phone call, ZOOM, email and face to face support offered by BA team
- Availability and help accessing all LSJS support structures such as 1 to 1 academic tutorials, help from the module leader or other academic staff, personal pastoral support and guidance and if necessary signposting to professional services.

How does LSJS support students taking Level 6 modules

- Explanation of each module guide and explanation of each summative assessment task and marking scheme
- Seminar in 20 credit units to provide a cohesive view of the academic content and structured support to help writing the summative assessment task
- A writing clinic to analyse academic writing refresh students on correct referencing and model some high level academic writing
- Outline draft assessment will be looked at if needed and commented on if required
- Formative assessment task supports the summative assessment
- Signposting to appropriate texts in the LSJS library or on line support such as EBSCO
- For the dissertation JED 605 an expert tutor is used who will work with students on all aspects of the dissertation and bring in appropriate educational staff as required. This will include producing a road map of the dissertation journey starting from October and leading to the presentation and final submission in July. This will include developing a clear manageable task, supporting the research methods and ethical issues, academic research

analysis and supporting the individual as the dissertation develops with feedback and next step suggestions.

- Specialised personal and academic support offered as required such as contacting student Head teacher, Head of JS or line manager. This may mean mediating, asking for school support, and coaching or mentoring.
- Informal phone call, ZOOM, email and face to face support offered by BA team
- Availability and help accessing all LSJS support structures such as 1 to 1 academic tutorials, help from the module leader or other academic staff, personal pastoral support and guidance and if necessary signposting to professional services.

Submission, receipt, marking and return of assessment

Submission and receipt of Summative assessment

You will be notified by your tutors of specific details related to submitting and receiving individual assessments. You will be expected to submit all assessed work in accordance with pre-arranged deadlines, unless otherwise agreed with the relevant tutor. All your assessed work will be via electronic submission, details of which will be given in the programme induction. You should get in the habit of keeping backup copies of your coursework, both while you are in the process of drafting and when you submit. Tutors will provide feedback on submissions electronically.

Assignments must be uploaded to the correct portal on moodle by 11.30 p.m. UK time, on the date published for submission.

If you do not submit by that time, your work will be marked as a fail, unless you have applied successfully for extenuating circumstances.

All students will be given a submission date and time for both formative and summative assignments at the beginning of each module. ***These dates are non-negotiable.***

Assignment word count starts after the title and ends before the list of references. You are allowed up to 10% below or above the published word count. If the assignment word count is outside these parameters, you will be penalised by 5%. Any submission greater than 50% over or under the published word count will not be marked and will be registered as a fail.

These regulations include written coursework, dissertations, projects which are submitted for assessment. You will also be penalised for any assessment presentations which are not presented at the agreed time.

N.B: If the LSJS electronic systems are down you will not be penalised. But in that case you must email the module leader by the due time and date with your assignment.

LSJS will acknowledge receipt of submissions within five working days and provide clear timelines for consideration and outcomes.

Marking, second marking and marking moderation

In line with Middlesex University regulations, LSJS operates a moderating system where all assessments are second marked for moderating purposes. At least 10% of coursework and examinations will be moderated by external examiners. All dissertations will be second marked.

All coursework which receives a fail grade will automatically be second marked, and moderated by the Director of Degrees..

Return of coursework

Students should always keep an electronic copy of their coursework and back it up safely. Tutors will return coursework electronically.

Assessment feedback

Feedback on your assessment (both formative and summative) provides the opportunity for you to reflect on it and to use this feedback as the basis for learning and to improve your work. Feedback can take many forms and may be informal. For example, it may be given and discussed, or it may be more formal and delivered in written or audio form from peers or academic staff. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your peers and academic staff.

Receiving feedback on your work is an essential and important part of learning, and therefore all programmes provide regular opportunities for formative assessment. The purpose of this is to get detailed feedback on your performance so you receive regular updates on how you are developing, can improve your work, and also to prepare you for any summative assessment.

Feedback on summative assessment will be offered in a variety of forms and all your work will be marked and moderated in line with the Code of Assessment Practice which can be found in section M of the University Regulations: <http://www.mdx.ac.uk/regulations>.

You will normally be provided with feedback within 15 working days of the published submission date. If for any reason this will not be possible, you will be notified of the reason for delay and of the new feedback date.

Extenuating Circumstances

Extenuating circumstances are situations which are out of your control that prevent you from submitting an assignment. These include:

- Bereavement – the loss of a close family member. It may appear to be callous, but any bereavement claim must be supported by a scan of the original death certificate. (Once the certificate is seen by the office, this will be marked on your form. We will not retain such a certificate)
- Illness – this does not mean a minor cold. All illness claims must be supported by a medical certificate.
- Sudden change in work commitments. This must be supported by a signed letter from your line manager.
 - Sudden change in family commitments. This must be supported by a signed letter from a rabbi, health professional or social worker.

Weddings and other celebrations are not classed as extenuating circumstances, as these are known about in advance and good time management will enable you to submit work around such events. Submitting work early is a good thing.

Should you be in the unfortunate position of needing to submit a claim for extenuating circumstances, you will need to follow the LSJS procedure:

1. Inform the module leader, LSJS office and your personal tutor as soon as possible, either by email or by phone.
2. Collect your evidence at the earliest opportunity.
3. Complete an extenuating circumstance form, which can be obtained from the office or online as soon as you are able.
4. Email the completed form, with evidence, to the office at the earliest opportunity.
5. Your claim will be adjudicated at the next extenuating circumstances assessment board.
6. Do not assume you have been successful in your application until you have heard back from the LSJS office.

The extenuating circumstance assessment board will meet at various points in the year. The board will consist of the Director of Degrees and the Director of Academic Quality. Module leaders will be consulted as appropriate.

Outcomes of the extenuating circumstances process:

- Assessment to be marked with no penalty
- Student must submit an alternative assignment with no penalty
- Student must retake the module with no penalty
- Student is asked to submit further evidence and the case will be reconsidered at the next extenuating circumstances assessment board.
- Extenuating circumstance claim is not accepted and relevant penalties will be enforced.

Should you feel you have been unfairly treated you can appeal following the appeals procedure which is detailed in your Student Handbook. To proceed with any appeal, you will need to discuss this with the Director of Academic Studies or the Director of Academic Quality in the first instance.

Progressing on your programme

Academic levels

Each module that you take will have one of the academic levels below assigned to it:

Academic level	Description
4	Certificate level (e.g. Cert HE)
5	Intermediate level (e.g. FdA or Dip HE)
6	Honours level (e.g. BA, BSc)

Academic levels reflect how complex and demanding the learning will be, as well as the depth of study and how independent you are expected to be as a learner. The University module level descriptors describe the characteristics of each academic level at Middlesex and can be found in section M of the University Regulations (<http://www.mdx.ac.uk/regulations>). It is suggested that you read these to get an idea of how each academic level is different and what will be expected of you at each level.

Your grades

Your module handbooks will give you information on how the marks for different items of summative assessment are combined to arrive at your final grade for the specific module.

The University has a 1-20 grading scale, with 1 being the highest grade, 20 the lowest and 16 as the minimum required to achieve a pass, as illustrated in the chart below.

Grade	Class of Honours Degree
1 – 4	First
5 – 8	Upper second (2:1)
9-12	Lower second (2:2)
13-16	Third
17	Fail – marginal
18	Fail
19	Fail
20	Fail - Incorporating failure to participate in assessment necessary to achieve all learning outcomes.

Further administrative grades are also used to indicate re-assessment, deferrals and academic misconduct.

Grade criteria

When assigning grades, the 20-point grading scale is used in conjunction with the University's grade criteria guide, as well as module descriptor levels mentioned above. The grade criteria guide describes what standards and competencies you must achieve to achieve each grade and can be found in section M of the University Regulations (<http://www.mdx.ac.uk/regulations>).

If you have any questions about what your grades or status mean, you should contact Yolande Pieters (yolande.pieters@lsjs.ac.uk).

Percentage Marks and Middlesex University Grade Scale

For each summative assessment you will receive both a percentage mark and a grade using the 20 point Middlesex University scale. The percentage mark will be particularly significant where there is more than one assignment per module, as we will take a weighted average of the percentage grades to calculate your overall mark for the module. This percentage mark will then be converted to a grade on the 1 – 20 Middlesex scale, using the table below.

Percentage Marks and Middlesex University Grade Scale

For each summative assessment you will receive both a percentage mark and a grade using the 20 point Middlesex University scale. The percentage mark will be particularly significant where there is more than one assignment per module, as we will take a weighted average of the percentage grades to calculate your overall mark for the module. This percentage mark will then be converted to a grade on the 1 – 20 Middlesex scale, using the table below.

Mark	Percentage	BA Grade
1	92-100%	First Class
2	84-91%	First Class
3	77-84%	First Class
4	70-76%	First Class
5	68-69%	Upper Second Class
6	66-67%	Upper Second Class
7	63-65%	Upper Second Class
8	60-62%	Upper Second Class
9	58-59%	Lower Second Class
10	56-57%	Lower Second Class
11	53-55%	Lower Second Class
12	50-52%	Lower Second Class
13	48-49%	Third Class
14	46-47%	Third Class
15	43-45%	Third Class
16	40 - 42%	Third Class
17	35-39%	Fail – compensation possible
18	30-34%	Fail – compensation possible
19	25-29%	Fail - no compensation
20	Below 25%	Fail – no compensation

Re-assessment

Although no one anticipates failing a module, it is important that you are aware of what happens if you do. Normally, you would be entitled to one re-assessment opportunity if you fail a module, and there is no financial cost associated with this second attempt. You should, however, contact Yolande Pieters at yolande.pieters@lsjs.ac.uk if you have any questions about re-assessment.

Deferral of assessment due to extenuating circumstances

Should your personal circumstances mean that you are unable to submit your assignment on time, or you are unable to participate in a module, you may submit a claim for Extenuating Circumstances (ECs). Your circumstances will be kept confidential and will be reviewed at the next Extenuating Circumstances Board. Should your ECs be accepted you will be given the opportunity to submit the assignment at an agreed later date, without penalty, or to attend the module at the next available opportunity without penalty. Where a deferral is approved, the assessment will normally be treated as a first attempt, and marks will not be capped unless required by Middlesex University regulations.

For further details contact Suzanne Wayland (suzanne.wayland@lsjs.ac.uk)

Results

At the end of each academic year, your results will be considered and confirmed by a Programme Assessment Board. If you have successfully completed your assessment, you will be able to progress to the next year or graduate if at the end of the fourth and final year.

Once the Programme Assessment Board has met, you will be notified of your results and progression status via email.

The classification of your final degree award will not be based on an average of all your grades, but on the profile of your achievement at level 5 and level 6. Please see the table below for a general indication of what you need to achieve to attain the BA Honours Jewish Education at Pass, Merit, or Distinction. For more details, please see the Middlesex University regulations.

Decisions made under these procedures are recorded and reported to the relevant Programme Assessment Board in line with Middlesex University requirements.

DISTRIBUTION OF GRADES	Class/Borderline	Class of Qualification			
		3 Pass	2.2 Pass	2.1 Merit	1st Distinction
	1st/Distinction (1-4)				50%
	2.1/Merit or better (5-8)			50%	
	2.2/Pass or better (9-12)		50%		
	3/Pass or better (13-16)	100%		25% MAX	25% MAX

Certificates

When you graduate, your final qualification certificate will be issued by Middlesex University and will have the details of your qualification. It will include the words 'in collaboration with the London School of Jewish Studies'.

Your certificate will be sent to LSJS by Middlesex University within four months of the date the qualification is awarded (usually the Assessment Board date). Once it has arrived it will then be forwarded to you at the address we hold for you. It is, therefore, very important that you keep LSJS updated about your address details if they change at any point.

Full details of the information which will appear on your certificate are set out in section E of the University Regulations (<http://www.mdx.ac.uk/regulations>).

Diploma supplement

All students are issued with a diploma supplement verified by Middlesex University, which will specify LSJS as the institution where you studied. Your diploma supplement will include the modules you have taken, the grades achieved and state your qualification with the classification and title. It will also contain information on the nature, level, context, content and status of your studies undertaken and successfully completed. Diploma supplements are intended to help external parties, such as employers or other higher education providers, understand more about your programme in addition to your grades.

Academic misconduct

Plagiarism is the presentation by a student, as his or her own work, of a body of material (written, visual or oral) which is wholly or partly the work of another. Plagiarism also extends to cover one's own work previously assessed or published which is also required to be properly referenced. Taking unfair advantage over other authors, students or oneself in this way is considered by the University and LSJS to be a serious offence.

Plagiarism can include the following:

- Copying – submission of someone else's entire work as your own. The original work could be from the Internet, a course mate, or a student in a previous year.
- Purchasing or commissioning any work – this includes the use of third party essay writing services. Essay mills are now illegal entities and the use of them is facilitating an illegal activity.
- Failing to indicate a direct quote (quotation marks should be used) in the text.
- Paraphrasing or synthesising material from a book, journal article or internet site without acknowledging the source in the text.
- Composing a paragraph by joining together sentences from a number of sources and not acknowledging them in the text.
- Using your own previous work in an assignment without acknowledging it.

All summative assessments will be checked by plagiarism detection software.

The University and LSJS will take serious action against any student who plagiarises, whether through negligence, foolishness or deliberate intent. You should therefore ensure that written material, ideas, theories, formulae, etc. are acknowledged through the use of quotation marks, references and bibliographies. Information on the correct way of acknowledging work from other sources is available from your Director of Studies.

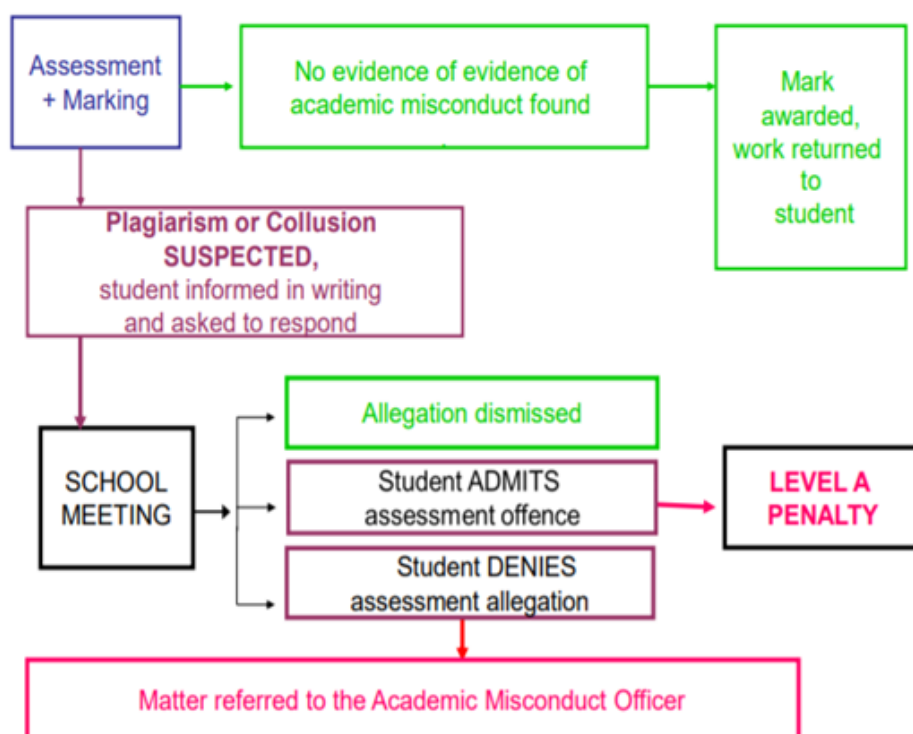
Middlesex University Regulations for Academic Misconduct apply to the BA (Hons) Jewish Education degree programme. You should be familiar with the Infringement of Assessment

Regulations/Academic Misconduct regulations (section F) as the London School of Jewish Studies and you have to act in accordance with these procedures in the case of any alleged academic misconduct: <https://www.mdx.ac.uk/about-us/policies> (scroll to university regulations)

The terminology may not be familiar in all cases as it refers to Middlesex University staff and committees. If you are involved in any action under these regulations and do not understand the process involved, please contact Yolande Pieters (yolande.pieters@lsjs.ac.uk) as LSJS institution link tutor, or Rebecca Lerman (r.lerman@mdx.ac.uk) as Middlesex University link tutor.

Approval has been given for LSJS to manage cases of academic misconduct locally.

What happens if I breach academic regulations?



Appeals

All students are able to appeal against assessment board decisions and the outcome of academic misconduct cases. You should be familiar in particular with the Appeal Regulations and Procedures (Section G) and you have to act in accordance with these procedures if you submit an appeal:

- <https://www.mdx.ac.uk/about-us/policies/university-regulations>
- [LSJS Academic Complaints and Appeals Procedure](#)

The terminology may not be familiar in all cases as it refers to Middlesex University staff and committees. If you are considering submitting an appeal against an Assessment Board decision, then please contact Dr Helena Miller (helena.miller@lsjs.ac.uk) as LSJS institution link tutor, or Dr Rebecca Lerman (r.lerman@mdx.ac.uk) as Middlesex University link tutor.

SUPPORT

Although you are expected to be independent and to take responsibility for your own academic and personal life, there is still a lot of help available to support you throughout your programme.

Academic support

Academic staff

Your tutors will direct your studies and ensure that you know what work you need to cover in any given module. You can seek advice from academic staff either during their office hours or by email, phone, or other mutually agreed means of communication (e.g. Zoom).

You will be assigned a Director of Studies, who will be responsible for your academic support while you are studying at LSJS. You should contact your Director of Studies at least once a term to arrange a time when you can discuss and review your academic progress. If you require further advice on academic achievement issues, for example, planning assessments or time management, you should contact your director of studies as and when the need arises.

You will also be assigned a Personal Tutor, who will be responsible for your pastoral support and for your well-being while you are studying with LSJS. You should contact your Personal Tutor at least once a term to arrange a time to discuss and review any support needs that you have. In addition, you should contact your personal tutor if there are any changes in your personal circumstances which mean that you may require additional pastoral support. The team of Personal Tutors is supervised by Yolande Pieters, whom you are also welcome to contact with any personal concerns that you may have.

Link Tutors

As stated on the front of this handbook, the link tutor at LSJS for this programme is Dr Helena Miller (helena.miller@lsjs.ac.uk) and the link tutor at Middlesex is Rebecca Lerman (r.lerman@mdx.ac.uk). Both tutors are jointly responsible for ensuring the programme is delivered according to the arrangements agreed when it was approved. Both link tutors attend the Programme Voice Group meetings, where they hear the views of students on the programme. You can contact either of them if you have a query or suggestion.

Support services at LSJS

LSJS Administrative Office

The LSJS Administrative Office is your first port of call for student support and information. Mrs Suzanne Wayland will be able to help you during UK office hours and can be contacted at suzanne.wayland@lsjs.ac.uk, or on +44 208 203 6427 Ext. 204.

Counselling

Please speak to your Personal Tutor, who will be able to help you find support and direct you to appropriate services.

Well-being

You can download a mental fitness app and other online wellbeing platforms and self-help guides and programmes to support your mental health. <https://unihub.mdx.ac.uk/support/health-and-wellbeing/online-wellbeing-platforms>

Careers guidance

LSJS does not have a formal careers officer but the wide experience of staff at LSJS means that students have access to advice from expert professionals that can support students at all stages of their professional development.

Accessibility

We make all our qualifications as accessible as possible and have a comprehensive range of services to support all our students. The BA (Hons) Jewish Education uses a variety of study materials and has the following elements:

- teaching material – learning resources may include presentations, websites, audio/video media clips, and interactive activities such as quizzes
- working in a group with other students
- finding external/third party material

All qualifications require you to complete learning and assessment activities within a required timescale and according to pre-determined deadlines. You will therefore need to manage your time effectively during your studies and the University will help you to develop this skill throughout your degree. Information on assessment will be available to you at the start of each module.

Disability support

LSJS is an institution committed to inclusion and to accommodating any student with special access needs, whether they be physical, emotional, geographic or academic. Please speak in the first instance to your Personal Tutor about any special access needs that you have, and they will be able to discuss with you the various solutions available.

Financial issues

If you are facing financial difficulties, or would like to have a confidential discussion about your financial situation, please speak in the first instance to your Personal Tutor who will be able to direct you to the most appropriate support.

If you require specific advice on practical financial matters, such as payment schedules or student loans, please contact Paul Gould, Chief Operating Officer at LSJS (paul.gould@lsjs.ac.uk).

You will not be eligible to apply to the Student Loan Company to finance your studies on this degree programme. However, you may be eligible in some circumstances for a grant from your local authority (LA) if you are living in the UK. Please contact Mrs. Suzanne Wayland, who will be able to give you a list of suggested organisations to which you may apply for a bursary towards your studies.

Technical Support

If you need assistance using Moodle please contact helpdesk@lsjs.ac.uk

Student Discounts and Student Union Memberships

As a student you are entitled to the following benefits:

NUS TOTUM Card

This is a student discount card which can be used at a very large number of retailers within the UK – please see the NUS website for further details <https://www.nus.org.uk/>. To apply for an NUS TOTUM Card you will need to apply directly to NUS at <https://cards.nusextra.co.uk/>. Please note that your NUS TOTUM card will only be delivered to a UK address.

Middlesex University Students Union

As you are not attending a programme taught on a Middlesex University campus, you are not eligible to be a member of Middlesex University Students' Union (MUSU). Given that LSJS currently does not have its own students' union, you are not eligible either to be a member of the National Union of Students (NUS). More information on starting a students' union at LSJS is available at <https://www.nus.org.uk/>

QUALITY OF YOUR PROGRAMME AND EXPERIENCE

Quality assurance and enhancement of your programme

The Quality assurance Agency for Higher Education (QAA) produces the [UK Quality Code](#) which outlines the key expectations and practices placed on all UK Higher Education providers.

To ensure the high standards and quality of Middlesex University provision, all programmes are subject to the University's academic quality assurance procedures (which include procedures related to programme approval, monitoring and review). A key feature of these processes is the input from external subject experts (external examiners) who ensure that Middlesex awards are comparable to those of other UK higher education institutions, and that the programme curriculum, teaching, assessment and resources are appropriate. You also have a very important role in enhancing our programmes by feeding back on a regular basis via student surveys, Programme Voice Groups and other formal and informal mechanisms. Your feedback plays a major role in programme monitoring and review.

You also have a very important role in enhancing our programmes, by feeding back on a regular basis via student surveys, Programme Voice Group and other formal and informal mechanisms. Your feedback plays a major role in programme monitoring and review.

Middlesex University and its programmes, are subject to periodic audit or review by external quality agencies such as the Quality Assurance Agency for Higher Education (QAA). These audits and reviews place confidence in the quality and standards of provision as operated at Middlesex University. The most recent QAA audit of Middlesex and its programmes delivered in collaboration with a partner institution (like this programme) was conducted in 2011. The outcomes were that confidence could reasonably be placed in the soundness of the University's current and likely future management of the academic standards of its provision, and of the quality of the learning opportunities available to students. QAA review and audit reports of Middlesex can be viewed at: <http://www.qaa.ac.uk/institutionReports/Pages/default.aspx>.

External Examiners

What do External Examiners do?

External Examiners play a central role in assuring the quality and enhancement of your programme. They are experienced, senior academics or industry professionals with expertise in the field of Jewish Education who are identified by LSJS but are appointed by and report to Middlesex University. Their role is to act as independent moderators and to consider student attainment with impartiality. External Examiners help assure that your Middlesex award is comparable to that at other UK universities by reviewing the programme curriculum, the assessment and the learning resources. Among other things they approve all exam papers before they are taken, attend the assessment board and write a report at the end of the year. You can obtain a copy of this report by contacting Yolande Pieters yolande.pieters@lsjs.ac.uk. You can read more about the role of External Examiners and quality assurance on the QAA website: <http://www.qaa.ac.uk/quality-code>

The impartiality of External Examiners is paramount to ensuring equity for students and, furthermore, to ensuring the fair application of the regulations.

The duties of External Examiners include the following:

- To attend meetings of the Assessment Board of which they are a member
- To comment when consulted on the content and form of all assessments
- To scrutinise all work which has been recommended for first class/distinction grades or for failure by internal examiners, and a representative sample of work in each classification (where applicable)
- To advise on the appropriateness and effectiveness of the internal assessment processes, the relevant assessment regulations and procedures in respect of module assessments, the desirability of any recalibration or (exceptionally) remarking of assessed work, and the appropriateness of the standards against which the assessment process has taken place
- You can read more about the role of External Examiners and quality assurance on the QAA website: <https://www.mdx.ac.uk/about-us/policies/academic-quality/handbook> (section 4)

External Examiners' Reports

In addition, each External Examiner is required to produce a report at the end of the academic year in which they comment on:

- Programme design, content and standards
- Student performance (general comments, no individuals are named)
- Assessments: structure, design and marking
- Effectiveness and quality of feedback to students on their work
- Assessment Boards: organisation and operation
- Role of the External Examiner
- Recommendations or actions for change
- Areas of good practice which should be shared.

These reports are an integral part of the University's monitoring procedures and are considered in detail by the University and LSJS, as well as being an item for discussion at Programme Voice Group, which is where student representatives are given the opportunity to view the report. If you are not a student representative but would like to see the External Examiners' report you should contact Yolande Pieters (yolande.pieters@lsjs.ac.uk).

The External Examiners for this programme are:

Professor Shirli Gilbert, Professor of Modern Jewish History, University College London

Hannah Fox, Senior Lecturer and Programme Lead for MA Leadership in Education,
University of East London

Please note that it would be inappropriate for any student to make direct contact with an External Examiner.

BA Jewish Education: relevant external subject benchmark statement(s)

This programme has been developed around the 2015 QAA benchmarks for Education Studies. The QAA Benchmark requirements state that 'education studies' are concerned with understanding how people develop and learn throughout their lives, and the nature of knowledge, as well as critical engagement with ways of knowing and understanding. It offers intellectually rigorous analysis of educational processes, systems and approaches and their cultural, societal, political, and economic dimensions'. This programme acknowledges these requirements and applies them explicitly within a specifically Jewish context.

The BA Jewish Education programme is founded on the following application of QAA defining principles in that it:

1. Draws on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and the contexts within which it takes place, especially Jewish contexts for educational theory and practice
2. Provides students with a broad and balanced knowledge and understanding of the principal features of Jewish education in a wide range of contexts (e.g. Jewish schools, informal Jewish learning contexts)
3. Encourages students to engage with fundamental questions concerning the aims and values of Jewish education and its relationship to other social traditions and academic approaches
4. Provides opportunities for students to appreciate the problematic nature of educational theory, policy and practice and how these relate to Jewish educational contexts
5. Encourages the interrogation of educational processes in a wide variety of Jewish contexts
6. Develops in students the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner
7. Promotes a range of qualities in students, including intellectual independence and critical engagement with evidence.

QAA (2019) Education Studies, available from

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5

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	2025-6
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

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.

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

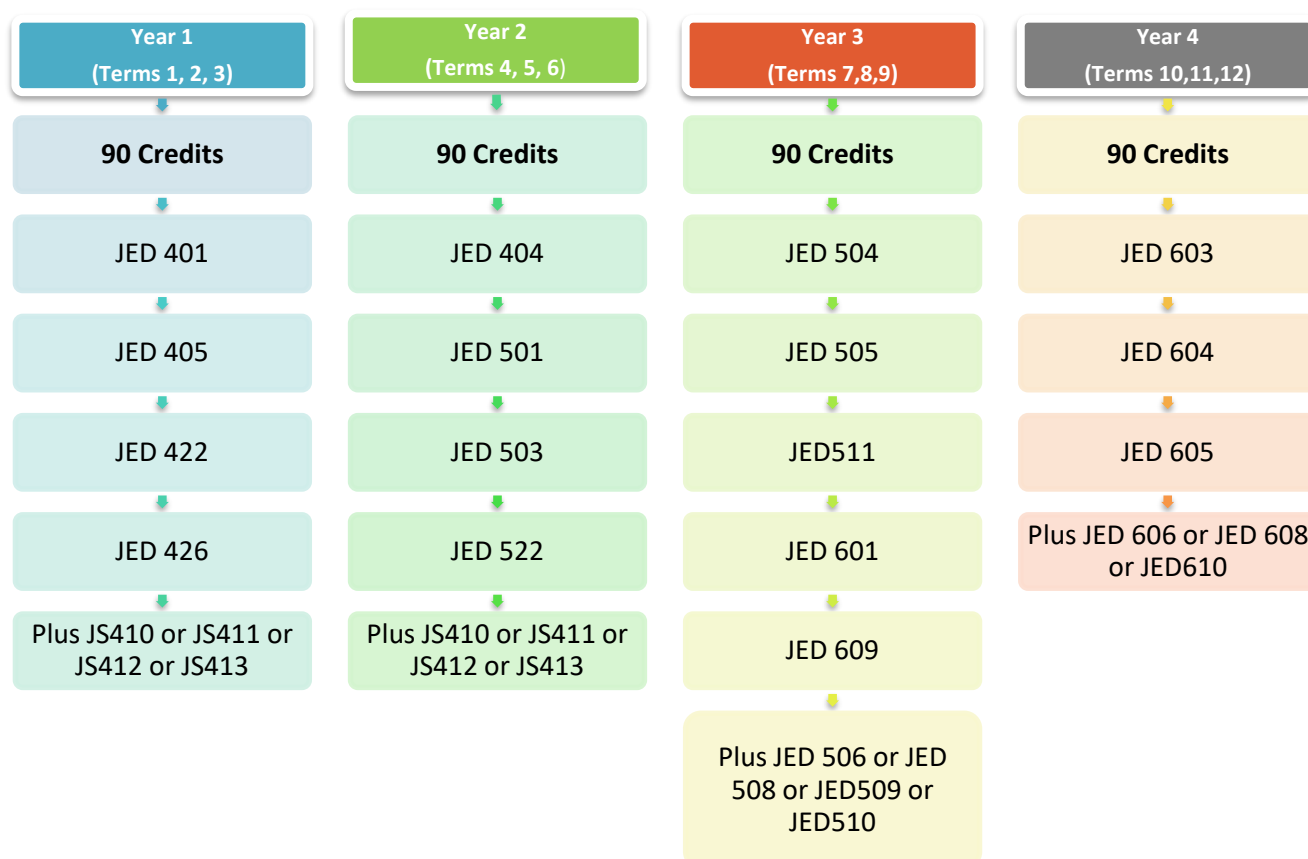
A7: A commitment to the rights of children, the wider community and colleagues in relation to equalities issues

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

12.1 Overall structure of the programme

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

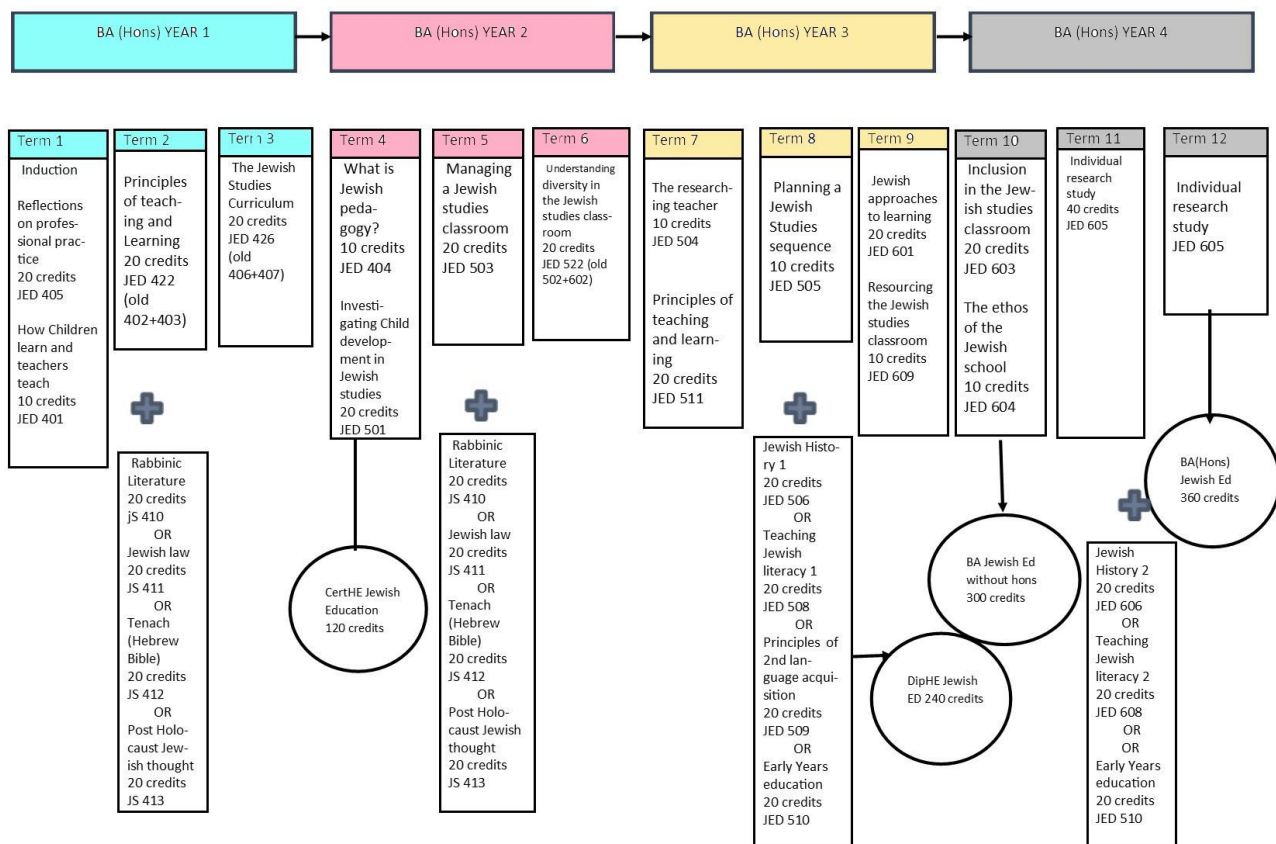
- JED 603 Incursion in the Jewish Studies Classroom (20 Credits)
 - JED 604 The Ethos of the Jewish Studies School (10 Credits)
- 300 Credits Completed** **BA in Jewish Education** (*without honours*)

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

The University 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 JED601 20 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		

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 Yolande Pieters yolande.pieters@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 Jonny Atkins (jonny.atkins@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

We are now OfS Registered. That means we meet the requirements for course quality, academic standards, student support, student protection and more. For more information see www.officeforstudents.org.uk/the-register

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.

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	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

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	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.
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Programme Outcomes, showing highest level achieved by all graduates.

A	A	A	A	A	A	A	B	B	B	B	B	B	B	B
1	2	3	4	5	6	7	1	2	3	4	5	6	7	8
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student programme handbook and the University Regulations.

Module title	Module code by level	A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	
How Children Learn and How Teachers Teach	JED401	X					X		X					X			
Principles of Teaching and Learning in Jewish Studies	JED422		X	X								X	X	X			
What is Jewish Pedagogy?	JED404	X		X					X		X			X			
Reflections on Professional Practice	JED405				X		X	X				X	X		X	X	
The Jewish Studies Curriculum	JED426		X			X					X			X			
Investigating Child Development within Jewish Studies	JED501	X				X	X		X	X				X			
Understanding Diversity in the Jewish Studies Classroom	JED522			X	X			X	X		X		X	X	X		

Module title	Module code by level	A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	
Managing a Jewish Studies Classroom	JED503				X			X	X			X	X	X	X		
The Researching Teacher	JED504	X		X					X	X	X		X		X		
Planning a Jewish Studies Learning Sequence	JED505		X	X		X				X		X		X	X		
Principles of Teaching and Learning in a Jewish Studies Classroom	JED 511		X	X				X		X		X		X			
Jewish Approaches to Learning	JED601		X	X						X	X			X			
SEN in the Jewish Studies Classroom	JED 602			X	X			X	X		X			X	X		
Inclusion in the Jewish Studies Classroom	JED603	X					X					X	X		X		
The Ethos of a Jewish School	JED604				X		X	X			X	X				X	
Individual Research Module	JED605	X		X					X	X			X	X			
Resourcing the Jewish Studies Classroom	JED609			X		X			X			X		X			

OPTIONAL MODULES

Module title	Module code by level	A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	
Rabbinic Literature	JED410			X						X				X			
Jewish Law	JED411	X		X					X	X	X						
Tanach (Hebrew Bible)	JED412	X		X						X	X			X			
Post-Holocaust Jewish Thought	JED413	X		X						X	X			X			
Jewish History 1	JED506	X	X	X					X	X				X			
Teaching Jewish Literacy 1	JED508		X	X		X				X		X		X			
Principles of Second Language Teaching and Acquisition	JED509			X	X	X			X			X		X	X		
Early Years Education	JED510		X			X	X	X		X	X				X		

Module title	Module code by level	A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	
Jewish History 2	JED606	X		X					X	X	X			X			
Teaching Jewish Literacy 2	JED608		X	X	X		X				X	X		X		X	
Early Years Education in the Jewish School	JED610			X		X		X		X				X			

Module narratives 2025-6

JED 401

An Introduction to how Children Learn and How Teachers Teach

1.	Short code	JED 401
2.	Title	An Introduction to How Children Learn and How Teachers Teach
3.	Level	4
4.	Credit points	10
5.	Start term	Term one 2025 6
6.	Subject	Child Development
7.	Module Leader	Jonathan Bach
8.	Accredited by	N/A
9.	Module restrictions	None
10.	Aims This module aims to introduce students to different theories of how children learn and develop. Students will develop their understanding of how educational theories can be used to promote effective teaching and learning. The module will also assist students in understanding how to create a positive classroom environment which supports learning.	
11.	Learning outcomes On successful completion of this module the student will be able to: 1. Develop a basic understanding of children's development. 2. Introduce different theories of how children learn and describe how these impact on styles of learning and teaching, for example, but not restricted to, Bruner, Piaget and Gardner. 3. Describe observed behaviours of children and recognise theoretical underpinnings 4. Critique the evidence for learning styles of children and develop their own strategies for effective learning and teaching	
12.	Syllabus In this module, students will engage in contemporary accounts and theories of children's learning and teaching in order to consider how these are relevant to educational practice. Theories of learning, child development and learning strategies and styles will be described and evaluated. Key debates about models of effective teaching and the contribution of different theories of teaching will be introduced. Discussion of classroom-based observations will encourage students to draw on theory to describe and evaluate what they see in educational contexts and develop their own strategies to promote a positive classroom environment. Sessions will cover: - Developing knowledge and understanding of how pupils learn - Establishing a stimulating environment for pupils which encourages children to learn	

	Exploring key debates that centre on contemporary approaches to learning and teaching
13.	- Learning, teaching and assessment strategy Learning and Teaching - Lectures will give an overview of key aspects of different theories about how children learn and highlight key ideas and debates in the field from a range of disciplines and perspectives. Tutor-led discussion will provide opportunities for students to contribute to discussions about learning theories and to apply this knowledge to observed classroom practice. Students will be required to make short presentations on their classroom-based observation to their peer group. Student study skills will be developed through a study skills seminar which will also highlight how to prepare presentations. The seminar will revise academic writing basics covered during induction. Learning support for students will be available through a range of digital resources, the campus libraries and from their tutor. Electronic reading lists will be provided for students where e-books, articles and digitised chapters will be made available. Learning will also be supported via asynchronous email discussions focused on formative assessment and the production of the file of evidence to support learning. In addition to taught sessions, students will be expected to: - Complete all core readings - Observe a classroom based Jewish Studies lesson using an agreed proforma - Feedback on their lesson observations and, guided by the tutor, relate observed practice to theory - Work in individually or in small groups to prepare and deliver presentations - Attend a study skills seminar in induction Assessment strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative assessment</i> - A 10-12 minute individual presentation on constructing the ideal classroom environment using examples of learning theory to support ideas. This will lead directly into the summative assessment. <i>Summative assessment</i>

	- Students will submit a 1500 word essay describing an ideal classroom, which reflects the theories about how children learn and develop. Students will incorporate information from their classroom-based observation as supporting evidence for the points being made, as well as ideas developed in their presentations An appendix may be submitted. [LOs 1, 2,3, 4] [100% weighting]	
• 14.	Assessment weighting	100% coursework
• 15.	Learning materials	Core texts Arthur, J. & Grainger, T. & Wray, D. (2010). <i>Learning to Teach in the Primary School</i>. London: Routledge. Illeris, K. (Ed.). (2009). <i>Contemporary Theories of Learning: Learning theorists – in their own words</i>. London: Routledge. Recommended texts Grigg, R. (2010). <i>Becoming an Outstanding Primary School Teacher</i>. Harlow: Longman. Gov.UK (2014) <i>National Curriculum</i>. Available at: https://www.gov.uk/government/collections/national-curriculum (Accessed: 14 August 2025) Kyriacou, C. (2009). <i>Effective Teaching in Schools: Theory and practice</i> (3rd ed.). Cheltenham: Nelson Thornes. Payne, J. & Scott, M. (2017) <i>Making Every Primary Lesson Count: Six principles to support great teaching and learning</i>. Crown House Salles, D. (2016). <i>The slightly awesome teacher</i>. Woodbridge: John Catt Sherrington, T. and Caviglioli, O. (2019). <i>Rosenshine's principles in action</i>. Woodbridge: John Catt Smith, J. (2010) <i>Talk, Thinking and Philosophy in the Primary Classroom</i>. Exeter: Learning Matters. Zafirakou, A. (2022) <i>Those Who Can, Teach</i>, London: Bloomsbury.
• 16.	Module run	Term 1

JED 422
Principles of Teaching and Learning in Jewish Studies

•	Short code	JED 422
•	Title	Principles of Teaching and Learning in Jewish Studies
•	Level	4
•	Credit points	20
•	Start term	Term two 2025-6
•	Subject	Teaching and Learning
•	Module Leader	Jonathan Bach
•	Accredited by	N/A
•	Module restrictions	None
•	• Aims This module aims to introduce students to the specific processes involved in learning and teaching. Fundamental skills and processes involved in planning relevant and appropriate lessons will be explored and analysed. It will develop students' knowledge and understanding of how to identify learning objectives and success criteria, how to develop activities to meet these criteria and how to cater for pupils with varying abilities. Students will develop knowledge and understanding of the principles of formative and summative assessment, as well as an appreciation of the socio-political and cultural context in which teaching and assessment occurs. Students will learn to plan lessons and understand the key components of a lesson.	
•	• Learning outcomes On successful completion of this module the student will be able to: 1. Describe differentiated learning objectives and success criteria, and describe how they support lesson planning 2. Explain how teaching and learning theories support planning and differentiation in the Jewish Studies classroom 3. Plan short term learning sequences for pupils, and describe their validity in the context of the Jewish Studies classroom 4. Explain how principles of formative assessment are used to plan further sequences of learning. 5. Define, compare and contrast formative and summative assessment, 6. Explain and apply theories of assessment to review a school's assessment policy.	

	• Syllabus In this module, students will study the theory underpinning the creation of effective learning sequences and consider how differentiation promotes effective planning. The aims and purposes of lesson planning, learning objectives, success criteria and differentiation in planning and teaching are discussed. Students will examine the foundations of assessment and engage with key concepts including assessment for learning. Student will consider how to resource lessons including relevant e-learning appropriate for Jewish Studies teaching. Learning sessions will cover: • Learning objectives • Lesson planning • Success criteria • Formative and summative assessment strategies and resource deployment
	• Learning, teaching and assessment strategy Teaching delivery Teaching and learning support will be offered through lecture and seminar format, including prepared tasks, peer learning and discussion. In addition to taught sessions, students will be expected to: - Complete all core readings - Track three pupils to investigate how they access learning in order to inform differentiation in planning. Include tracking evidence (which may include photos and videos) in the portfolio - As part of the portfolio, meet an appropriate member of staff and review how short-term planning is approached and managed in your school. - Provide feedback to other students on their lesson plans and - Share examples of the short-term learning strategies they researched - Collect and critique 2 examples each of summative and formative assessments used in their school. Learning will also be supported via asynchronous email discussions focused on formative assessment. Assessment strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative assessment</i> • Students will create a portfolio of evidence to include examples class records, teacher records from group work and individual tracking records for three pupils. These records should be used as the basis for considering 'next steps in learning' summaries for three selected pupils of varying abilities. The portfolio will demonstrate an ability to analyse the learning needs of particular groups of pupils

	and to evaluate learning and teaching strategies, based on research findings and relevant literature. - To construct a set of short-term plans for identified pupils. Seminars will enable students to demonstrate their knowledge and its application, and to offer peer review and feedback. 15 minute Individual/Group presentation on the advantages and limitations of formative and summative assessments in schools. Presentations will illustrate evidence of knowledge and understanding of different aspects of assessment. <i>Summative assessment</i> - Based on your learning through the module, plan one lesson, with clear learning outcomes, illustrating formative and summative assessments to be used, including how pupil progress will be assessed, and describing the resources needed for the lesson. Your lesson plan should be supported by a 1500 words rationale which includes reference to both planning and assessment, referencing relevant literature explored during this module. [LOs 1-6] [100% weighting]
Assessment weighting	100% coursework
Learning materials	Core texts Arthur, J., Grainger, T., & Wray, D. (2010). <i>Learning to Teach in the Primary School</i>. London: Routledge. Brigg, M. (2008). <i>Assessment for Learning and Teaching in Primary Schools</i>. Exeter: Learning Matters. Clarke, S. (2014) <i>Outstanding Formative Assessment: Culture and Practice</i>. London: Hodder Murray Grigg, R. (2010). <i>Becoming an Outstanding Primary School Teacher</i>. Harlow: Longman. Kerry, T. (Ed.). (2011). <i>Cross-curricular Teaching in the Primary School: Planning and facilitating imaginative lessons</i>. London: Routledge. Recommended texts Black, P. and Wiliam, D. (1998). <i>Inside the Black Box: raising standards through classroom assessment</i>. London: School of Education, King's College London. Butt, G. (2008). <i>Lesson Planning</i> (3rd ed). London: Bloomsbury Publishing

		Christodoulou, D (2017) <i>Making Good Progress</i>, Oxford: University Press Clarke, S. (2005). <i>Formative Assessment in Action. Weaving the Elements Together</i>. London: Hodder Murray. (See especially Chapters 2) Clarke, S. (2008). <i>Active Learning through Formative Assessment</i>. London: Hodder Education. Clarke, S. (2014). <i>Outstanding Formative Assessment – Culture and Practice</i>. London: Hodder education Ellis, V. (2007). <i>Learning and teaching in secondary schools</i>. 3rd ed. Exeter: Learning Matters Gravells, A. (2021) <i>Principles and Practices of Assessment</i>, London: Learning Matters Hughes, P. (2008). <i>Principles of Primary Education</i>. (3rd ed.). London: David Fulton Books. KYRIACOU, C. (1998). <i>ESSENTIAL TEACHING SKILLS</i>. 2nd ed. Cheltenham: Nelson Thornes Smith, J. (2010). <i>Talk, Thinking and Philosophy in the Primary Classroom</i>. Exeter: Learning Matters. Spendlove, D. (2009). <i>Putting Assessment for Learning into Practice</i>. London: Continuum. Resource collections https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/297595/Primary_Accountability_and_Assessment_Consultation_Response.pdf (Accessed: 14 August 2025) Students should use http://chinuch.org and search 'lesson plans'. (Accessed: 14 August 2025)
•	Module run	• Term 2

JED 404

What is Jewish Pedagogy?

•	Short code	JED 404
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•	Title	What is Jewish Pedagogy?
•	Level	4
•	Credit points	10
•	Start term	Term one 2025-6
•	Subject	Teaching and Learning
•	Module Leader	Yolande Pieters
•	Accredited by	N/A
•	Module restrictions	N/A
•	Aims This module aims to introduce students to the practical foundations of learning and teaching in a Jewish Educational setting. It strengthens and deepens the students' knowledge of and skills in the art of teaching. Students will consider concepts of Jewish pedagogy and the ways in which teaching Jewish Studies differs from teaching other subjects. Students will be expected to undertake a lesson observation, which will include observations and presenting findings to fellow students.	
•	- Learning outcomes - On successful completion of this module the student will be able to: - Outline selected theories and practices of teaching Jewish Studies and how they compare to each other and to those of other subject areas. - Describe the components of basic Jewish Studies provision - Compare and contrast arguments associated with teaching selected controversial issues in Jewish Studies.	
•	Syllabus - To confirm that students have a good foundation knowledge of the topics that are covered in a typical primary school Jewish Studies curriculum, including prayer, Shabbat and festivals, Hebrew reading, Chumash and <i>parasha</i> [Torah and weekly Torah reading] and Jewish history. Exploration of the role of Midrash in the primary school curriculum - Investigation of contemporary debates around Jewish Studies teaching and learning, in the context of how they compare to general studies. Examination of a controversial issue related to Jewish pedagogy such as the nature of Midrash, how it should be taught and the role it should play in the primary curriculum.	
•	Learning, teaching and assessment strategy Learning and teaching	

	- Lectures will give an overview of key aspects of different theories. Students will be required to give a group presentation and will receive peer feedback. In addition to taught sessions, students will be expected to: - Complete all core readings - Observe a classroom-based Jewish Studies lesson in the agreed subject area, using the agreed proforma - Speak to the head of Jewish Studies about how teaching is delivered in the agreed subject area taking account of any subject-specific policies the school may use - Compare notes of meetings and prepare presentations in class Assessment strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative assessment</i> 10 minute group presentation, looking at how an area of the curriculum is taught in classrooms today. Peer and tutor feedback will be given. This task will form part of the PPDP <i>Summative assessment</i> - Choose one year group and one Jewish Studies topic. Outline two different ways to teach that topic, referring to the literature. Your essay should be 1500 words and should include your lesson observation in an appendix. [LOs 1-3] [100% weighting]	
	Assessment weighting	100% coursework
	Learning materials	Core texts Holtz, B. (2003) 'A Map of Orientations to the teaching of the Bible' in Levisohn, J and Fendrick, S <i>Turn it and Turn it Again Studies in the Teaching and Learning of Classical Jewish Texts</i>. Brighton, MA: Academic Studies Press Illeris, K. (Ed.). (2009). <i>Contemporary Theories of Learning: Learning theorists – in their own words</i>. London: Routledge.

		Rosenak, M. (1991) Toward a Curriculum for the Modern Orthodox school, in Sacks, J. <i>Orthodoxy Confronts Modernity</i>. New York: Ktav Publishing House.. Recommended texts: Grumet, Z 'Teaching Jewish Texts': <i>Authority and Relevance in Lookstein.org/articles/Teaching_Jewish_Texts.htm</i>. Hirsch, S.R (1980) <i>The Collected Writings Volume VII Jewish Education</i>. USA: Feldheim (pp. 411-420) Holtz, B. (2003). 'Textual knowledge: Teaching Bible in theory and in practice'. New York: The Jewish Theological Seminary of America. Holtz, B. (2011) Teaching the Bible in our Times, Miller, H. Grant, L. and Pomson, A.(eds) <i>International Handbook of Jewish Education</i>. Netherlands: Springer, pp. 373-388. Malkus, M. (2011). 'Curriculum integration in Jewish day schools: The search for coherence'. In Miller, H., Grant L., and Pomson, A. (eds.), <i>International Handbook of Jewish Education</i>. Netherlands: Springer, pp.83-98. Pomson, A. (2001). 'Knowledge that doesn't just sit there: Considering a re-conception of the curriculum, integration of Jewish and general studies.' <i>Religious Education</i>, 96, pp. 530-32. Rosenak, M. (2008). <i>Roads to the Palace: Jewish texts and teaching</i>. Oxford: Berghahn Books. Tarr, J. and Tsokova, D. (2011). <i>Diverse Perspectives on Inclusive School Communities: Voices of stakeholders</i>. London: Routledge. Thompson, C. and Spencely, L. (2019), <i>Learning Theories for Everyday Teaching</i>, London: Learning Matters Zakai, S. (2018) 'History That Matters: How Students make sense of Jewish Texts', <i>Journal of Jewish Education</i>, 84(2) pp. 161-195.
	Module run	Term 1

JED 405

Reflections on Professional Practice

•	Short code	• JED 405
•	Title	Reflections on Professional Practice
•	Level	4
•	Credit points	20
•	Start term	Term one 2025-6
•	Subject	Professional Practice
•	Module Leader	Jonathan Bach
•	Accredited by	N/A
•	Module restrictions	N/A
•	Aims This module aims to develop students' understanding and appreciation of teaching as a professional practice. The module explores professional expectations and the concept of a professional framework such as the current UK Teachers' 'Standards.	
•	• Learning outcomes On successful completion of this module the student will be able to: 1. Outline and describe the professional values and practice required by teachers working in a Jewish educational context 2. Outline and explain how to safeguard children, the safeguarding systems in schools, and how to manage potential disclosures safely and sensitively 3. Identify and describe professional teacher standards, demonstrating an understanding of their validity, intention and relevance to teaching Jewish Studies, and/or teaching in a Jewish school. 4. Compare and contrast these standards with the standards for at least one other profession. 5. Reflect critically on their own learning and identify the professional values in teaching that underpin their experience 6. Select, manage and evaluate information, both individually and as part of a group, relevant to the production of a personal professional development plan, to support learning through the course.	
•	Syllabus This module introduces professional expectations and the concept of a professional framework such as the current teachers' standards. Students will analyse the professional expectations of teachers including personal and professional conduct and how this impacts in Jewish schools.	

	• The current teacher standards • Key points on safeguarding and child protection • Professional values and practice • Collaborative working, developing writing skills • Build on developing their personal professional development plan. • Revise academic writing techniques
	• Learning, teaching and assessment strategy Learning and teaching • Lectures and tutor-led discussion will provide opportunities for students to contribute to discussions about professional values and practice. Students will attend seminars to discuss the practical implications of a professional code. In addition to taught sessions, students will be expected to: - Complete all core readings - As part of the file of evidence of directed tasks, students will: ○ Speak to the Head of Jewish Studies in the school to investigate if there is a code of conduct for staff, and if there is anything explicit within it relating to Jewish Studies teachers ○ Share findings from school-based discussion on codes of conduct and begin to create their own ○ Students will examine each of the sections of Part 2 of the DFE QTS professional standards document and either provide a brief commentary for the files of evidence or, where applicable, share personal examples of evidence and reflect on the implication of this for teaching Jewish Studies ○ Develop their own personal professional development plan (PPDP) and share, where appropriate, with colleagues Learning will also be supported via asynchronous email discussions focused on formative assessment and the production of the file of evidence. Assessment strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative assessment</i> • Directed tasks will examine notions of professionalism in the context of Jewish schools. Tasks will demonstrate that students have been able to analyse and evaluate the implications of the current teaching standards and will be expected to use this information to develop their professional development plan further. Peer and tutor feedback will be given. These tasks will form part of the PPDP <i>Summative assessment</i>

	• A 2000 word essay on what it means to be a professional teacher in a Jewish school. Explain how this has an impact on a classroom, referring to the current teachers' standards/CCFs. [LOs 1-6] [100% weighting]	
	• Assessment weighting	• 100% coursework
	• Learning materials	Core texts Beckett, C. (2007) <i>Child Protection: An introduction</i>. London: Sage. University of Bristol (2023) <i>The Bristol Guide 2023: Handbook for education professionals</i>. Bristol: University of Bristol. GOV.UK Publications (2012). <i>Teachers' Standards</i> https://www.gov.uk/government/publications/teachers-standards (Accessed: 14 August 2025) DfE (2010). <i>The Importance of Teaching</i> https://www.gov.uk/government/publications/the-importance-of-teaching-the-schools-white-paper-2010 (Accessed: 14 August 2025) DFE (2023) <i>Core Curriculum Framework</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf (Accessed: 14 August 2025) Recommended texts Flynn, H. and Starns, B. (2004) <i>Protecting Children: Working together to keep children safe</i>. Harlow: Heinemann. Kirkwood, M. and Christie, D. (2006). 'The Role of Teacher Research in Continuing Professional Development'. <i>British Journal of Educational Studies</i>, 54, pp. 429-448 Northedge, A. (2005). <i>The Good Study Guide</i>. Milton Keynes: Open University.
	• Module run	• Term 1

JED 426**The Jewish Studies Curriculum**

•	Short code	JED 426
•	Title	The Jewish Studies Curriculum
•	Level	4
•	Credit points	20
•	Start term	Term 3 2025-6
•	Subject	Jewish Studies Curriculum
•	Module Leader	Esther Cohen
•	Accredited by	N/A
•	Module restrictions	None
•	• Aims	This module aims to familiarise students with a model Jewish studies curriculum. Students will learn about the different components and topics covered and how these can be integrated both across and beyond the Jewish Studies curriculum.
•	• Learning outcomes	On successful completion of this module the student will be able to: 1. Identify and describe the main elements of a Jewish Studies curriculum 2. Identify and outline discussions and theories about the content required to create an appropriately balanced Jewish Studies curriculum 3. Explain how different components of the Jewish Studies curriculum can be integrated both across and beyond the Jewish Studies curriculum 4. Develop and justify an integrated curriculum map for a particular year group of students 5. Outline and evaluate the nature and range of Jewish Studies subjects, their structure and potential as critical, interpretative subjects and their relationship to each other and to the secular curriculum
•	Syllabus	The main elements of a Jewish Studies curriculum (e.g. <i>tefillah</i> , <i>parasha</i> , <i>Chumash</i> , Jewish way of life), and integration will be covered, with each item broken down to core components. Theories of curriculum construction will be discussed and students will be introduced to the concept of integration and reasons for its use.

- Learning, teaching and assessment strategy

Learning and teaching

- Lectures will give an overview of key aspects of different curriculum theories and models.

Tutor-led discussion will provide opportunities for students to develop their understanding of the strengths and weaknesses of different models.

Seminars will enable students to demonstrate knowledge and its application and offer peer review and feedback.

In addition to taught sessions and the seminar, students will be expected to:

- Complete all core readings
- As part of the file of evidence of directed tasks, students will:
 - Speak to the relevant members of Jewish Studies staff in school to discuss how various subjects are taught and balanced in school, including the school's attitude to integration, referring to relevant policies or related evidence where appropriate
 - Using the seminar, students will compare their models and rationale and will debate the strengths and weaknesses of these models
 - Complete a poster of an integration map using examples of material found in school, material provided by the Jewish Curriculum Partnership, or examples which can be found in the learning section of the website
 - Research other curriculum models being used in school today, including the Jewish Curriculum Partnership

Assessment strategy

All assignments within the summative assessment must be passed to pass the module.

Formative assessment

- Directed tasks will create a file of evidence demonstrating knowledge of different aspects of the main elements of a Jewish Studies curriculum. These tasks will demonstrate that students have been able to analyse and evaluate information gained. This file of evidence will form part of the PPDP.

Summative assessment

- Based on discussions and feedback in seminars, create a series of 3 integrated lesson plans for a specific year group showing a combination of integration within the Jewish Studies curriculum and beyond the curriculum into relevant National Curriculum subjects. A diagram or poster should be constructed for **one** of these lessons showing how integration for a specific year group for a particular topic takes place.

	[LOs 1,3,4] [50% weighting] • Include a 1000 word rationale explaining how the theory underpins the choices you have made. [LOs 1, 2,5] [50% weighting]	
	• Assessment weighting	• 100% coursework
	• Learning materials	Core texts Kerry, T. (ed) (2011) <i>Cross-curricular Teaching in the Primary School</i>. London: Routledge. Kohn, E. (2014). 'What should I have learned as a Jew after 12 years in a Jewish school'? in <i>Jewish Educational Leadership</i>, 13(1) Winter 2014, pp. 32 – 35 Schremer, O. and Bailey, S. (2001). <i>Curriculum, Real Teachers in Focus: A study in Jewish education</i>. Israel: Lookstein Center for Jewish Education in the Diaspora, Bar-Ilan University. Recommended texts Barnes, J. (2018). <i>Applying Cross- curricular Learning Creatively</i>. London: Routledge. Boyle, B., Charles M. (2016) <i>Curriculum Development: A guide for educators</i>, London: Sage Brown, S., Bousalis, R. (2017) <i>Curriculum Integration in Contemporary Teaching Practice</i>, USA: Hershey books Harari, R., & Wolowelsky, J. (1988). 'Developing a Yeshiva High School Curriculum in Halakhah'. <i>Ten Da'at</i>, 2(2), 16-18 Kohn, E. (2004). 'Curriculum Development in Jewish Day Schools – How can we make it work?' <i>Jewish Educational Leadership</i>, 2 Winter 2004. Kohn, E. (2011) 'Designing a Curriculum Model for the Teaching of Bible in UK Jewish Secondary Schools: a case study in <i>British Journal of Religious Education</i> 1-18

		Kohn, E. (2019) Designing a Curriculum Framework for School Prayer: a case study from UK Jewish Primary Schools', <i>Religious Education</i>, 2019, pp. 1-13 1 0.1080/00344087.2018.1560586. Malkus, M. (2011). ,Curriculum integration in Jewish day schools: The search for coherence. In Miller, H., Grant, L., and Pomson, A. (Eds.), <i>International Handbook of Jewish Education</i>(pp. 83-98). Netherlands: Springer. Myatt, M. (2018). <i>The Curriculum Gallimaufry to coherence</i>. Woodbridge: John Catt Pomson, A. (2001). 'Knowledge that doesn't just sit there: Considering a re-conception of the curriculum, integration of Jewish and general studies.' <i>Religious Education</i> 96, pp.530-32. Resource collections Mctighe,J. and Wiggins, G. (2011) Understanding by Design approach to curriculum development. Available at: http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf (Accessed: 14 August 2025) Gov.uk. (2010) Religious Education in English Schools: Non-statutory guidance 2010. Available from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf (Accessed:14 August 2025)
•	• Module run	• Term 3

JS 410

Rabbinic Literature

•	Short code	JS 410
•	Title	Rabbinic Literature
•	Level	4
•	Credit points	20 credits
•	Start term	TBC

•	Subject	Rabbinic Texts
•	Module Leader	Rabbi Dr Raphael Zarum
•	Accredited by	N/A
•	Module restriction	A firm knowledge of Biblical Hebrew and a basic understanding of the nature of rabbinic literature with some experience in these texts such as studying 'Mishnah'.
•	Aims This module aims to ensure that students have the linguistic abilities and textual skills to study rabbinic texts in the original languages, with the aid of dictionaries and other learning resources as appropriate. The primary focus of the module will be ensuring that students have the required skills to study Talmudic texts and the associated commentaries (particularly Rashi and Tosafot) in the original text, including both legal and non-legal (aggadic) passages.	
•	- Learning outcomes - On successful completion of this module the student will be able to: 1. Identify and describe the different genres of rabbinic literature and the broad historical context in which rabbinic texts were written 2. Summarise arguments in legal sections of the Talmud 3. Explain arguments in legal sections of the Talmud 4. Identify different ways of interpreting non-legal texts in the Talmud 5. Demonstrate the ability to read and translate Mishnaic Hebrew and Aramaic (specifically the Aramaic of the Babylonian Talmud)	
•	Syllabus The primary focus of the module will be to ensure that students have acquired skills to study Talmudic texts and their historical contexts. Students will become familiar with legal texts in the Talmud, drawing on practical examples. The associated commentaries (particularly Rashi and Tosafot) in the original text, including both legal and non-legal (<i>aggadic</i>) passages will also be shared with students.	
•	- Learning, teaching and assessment strategy Learning and teaching Each Lectures and tutor-led discussion will provide opportunities for students to learn skills to study Talmudic texts. In addition to taught sessions, students will be expected to: - Complete all core readings - Study in pairs, analysing the provided texts in a traditional way (called 'chavruta') in preparation for the summative assessment - Work in pairs to prepare for the viva voce and the essay.	

	- Complete tasks. Learning will also be supported via asynchronous email discussions focused on formative assessment and the production of the file of evidence. Assessment strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative assessment</i> - Directed tasks will create a file of evidence demonstrating knowledge of different aspects of rabbinic literature. These tasks will demonstrate that students have been able to access, analyse and evaluate information taught in the module. <i>Summative assessment</i> 15 minute interview on seen and unseen Talmudic passages, with the commentaries of Rashi and Tosafot [LOs 2, 4] [50% weighting combined] 1000 word essay analysing an Aggadic text from the Talmud and situating it within its textual and historic context. [LOs 1, 3,4,5] [50% weighting]	
	Assessment weighting	Viva voce 50%; essay 50%
	Learning materials	Core texts Fishman, T. (2011) <i>Becoming the People of the Book</i>. University of Pennsylvania Press..... Halivni, D. (2013) <i>The Formation of the Babylonian Talmud</i>. OUP Recommended texts Feigenbaum, Y. (1988). <i>Understanding the Talmud: A systematic guide to Talmudic structure and methodology</i>. New York: Feldheim. Fonrobert & Jaffee eds. (2007) <i>Cambridge Companion to the Talmud</i>. Cambridge: University Press Gribetz, B. (2003). 'Historical perspectives in teaching Talmud.' In J. Sacks & S. Handelman

		(Eds.), <i>Wisdom from all my teachers</i>. Jerusalem, Israel and New York: Urim. Holzer, E. (2006). 'What connects "good" teaching, text study and Hevruta learning? A conceptual argument'. <i>Journal of Jewish Education</i>, 72, pp.183-204. Kress, J. S., and Lehman, M. (2003). 'The Babylonian Talmud in cognitive perspective: Reflections in the nature of the Bavli and its pedagogical implications.' <i>Journal of Jewish Education</i>, 69, pp. 58-78. The Lookstein Center website provides additional resources for teaching Talmud: The Lookstein Center for Jewish Education (2017) Available at: http://www.lookstein.org https://www.lookstein.org/classroom-resources/ (Accessed: 14 June 2023) Rothstein, G. (2003). 'Walk before you run.' In J. Sacks & S. Handelman (Eds.), <i>Wisdom from all my teachers</i>. Jerusalem: Urim. Socken, P. (Ed.). (2009). <i>Why study Talmud in the twenty-first century? The relevance of the ancient Jewish text to our world</i>. Lanham: Lexington Books. Source book of key rabbinic texts, including selections from Mishnah, Talmud and various commentaries
•	• Module run	• Term 2

JS 411 Jewish Law

1.	Short code	JS411
2.	Title	Jewish Law
3.	Level	4
4.	Credit points	20 credits
5.	Start term	TBC
6.	Subject	Jewish legal system

7.	Module Leader	Rabbi Dr Michael J. Harris
8.	Accredited by	N/A
9.	Module restrictions	N/A
10.	Aims This module aims to ensure that students have a good understanding of how the Jewish legal system [<i>halakha</i>] operates, and that they can apply this knowledge to a specific legal issue.	
• 11.	• Learning outcomes On successful completion of this module the student will be able to: 1. Demonstrate intellectually rigorous knowledge and understanding of the historical development of Jewish legal literature and the key texts of this genre, including the Bible, Mishna, Talmud, Codes and Responsa 2. Demonstrate expertise in relevant aspects of historical context to specific <i>halakhic</i> discussions 3. Identify technical terms of Jewish legal discourse. 4. Explain and use these terms appropriately 5. Summarise complex <i>halakhic</i> discussions and analyse and reflect on the main points of disagreement between different authorities.	
• 12.	Syllabus Students will study the historical development of Jewish legal literature and the key texts of this genre, including the Bible, Mishnah, Talmud, Codes and Responsa and evaluate their relevance to <i>halakhic</i> discussions. Students will learn the technical terminology for Jewish legal discourse and will practise using these in seminar discussions. Students will look at a number of <i>halakhic</i> discussions and the various viewpoints presented, including contemporary approaches.	
• 13.	• Learning, teaching and assessment strategy Learning and teaching Lectures and tutor-led discussion will provide opportunities for students to gain historical and literary knowledge and learn and exercise skills to study <i>halakhic</i> texts. • In addition to taught sessions, students will be expected to: - Complete all core readings - Attend one seminar to discuss exemplar <i>halakhic</i> issues - Prepare for the group presentation outside of seminar Access practice case studies Assessment strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative assessment</i> • Small group oral presentation on the main points of disagreement on a specific legal aspect between different authorities, using textual sources	

	<i>Summative assessment</i> A 2500 word essay on a specific <i>halakhic</i> issue agreed with your tutor, drawing on various viewpoints made by different authorities. [LOs 1- 5] [100% weighting]	
• 14.	• Assessment weighting	• 100% coursework
• 15.	• Learning materials	Core readings Gillis, D. (2015) <i>Reading Maimonides' Mishneh Torah</i>. Littman Library. Soloveitchik, H. (2012 & 2014) <i>Collected Essays 1 & 2</i>. Littman Library. Recommended readings Elon, M et al. (1999). <i>Jewish law (mishpat ivri): Cases and materials (Introduction)</i>. New York: Matthew Bender. Herr, M. D. (1971). 'Oral law.' In <i>Encyclopedia Judaica</i> (2nd ed.). (2007), Vol. 15. Farrington Hills: Macmillan. Sokol, ed. (1992) <i>Rabbinic Authority & Personal Autonomy</i>. Jason Aronson Ta-Shma, I. M. (1971). 'Rabbinical literature.' In <i>Encyclopaedia Judaica</i> (2nd ed.). (2007), Vol. 17. Farrington Hills: Macmillan. Twersky, I. (1980). <i>Introduction to the Code of Maimonides</i> (pp. 356-514). New Haven: Yale University Press. Urbach, E. E. (1975). <i>The Sages, Their Concepts and Beliefs</i> (Chapter 12) (I. Abrahams, Trans). Jerusalem: Magnes. Source book of key rabbinic texts on Jewish legal literature, including the <i>Mishneh Torah</i>, <i>Shulchan Aruch</i> and rabbinic response.
• 19.	• Module run	• Term 2

JS 412

Tanakh (Hebrew Bible)

1.	Short code	JS 412
2.	Title	Tanakh (Hebrew Bible)
3.	Level	4
4.	Credit points	20 Credits

5.	Start term	TBC
6.	Subject	Traditional Jewish approaches to the study of the Hebrew Bible and commentaries.
7.	Module Leader	Rabbi Dr Raphael Zarum
8.	Accredited by	N/A
9.	Module restrictions	
	(a) Pre-requisite	JED 406 is a pre-requisite
10.	Aims This module aims to familiarise students with traditional Jewish approaches to the study of the Hebrew Bible and commentaries, and with key technical terms used in this discourse.	
• 11.	• Learning outcomes: On successful completion of this module the student will be able to: 1. Describe the forms and features of traditional commentaries on Tanakh. 2. Outline the basic structure of the Torah 3. Interpret selected passages from Tanakh, drawing on traditional and modern commentaries 4. Use appropriate terminology associated with the Jewish discourse of biblical study 5. Explain the appropriate terminology associated with the Jewish discourse of biblical study	
• 12.	Syllabus Students will develop an understanding of: • the structure and content of the twenty four books of the Hebrew Bible • the main personalities and ideas running through the Hebrew Bible with reference to key words in biblical Hebrew • the historical development of traditional commentary on the Hebrew Bible, from classical to modern commentators • the major terminology, interpretive tools and methods employed by traditional commentators • the role and usage of the Hebrew Bible within Judaism	
• 13.	• Learning, teaching and assessment strategy Learning and teaching In addition to taught sessions, students will be expected to: - Complete all core readings - Survey Jewish websites to observe the use of the Hebrew Bible and its commentaries in contemporary Jewish life - Prepare verbal presentations Attend a seminar to prepare for the critical reflection which will include examining feedback on content of presentations Assessment strategy	

	All assignments within the summative assessment must be passed to pass the module. <i>Formative assessment</i> 10 minute verbal evaluative presentation on a short passage from the Torah to peers demonstrating the ability to interpret passages. This will form part of the PPDP. <i>Summative assessment</i> - A 2500 word critical reflection on the interpretation of the specific Torah passage chosen for the presentation above. [LO 1-5] [100% weighting]	
• 14.	• Assessment weighting	• 100% coursework
• 15.	• Learning materials	Core texts Klitsner, J. (2009). <i>Subversive Sequels in the Bible: How Biblical Stories Mine and Undermine Each Other</i>, Philadelphia: Jewish Publication Society. Zornberg, A. (2016) <i>Moses: a Human Life</i>. London: Yale University Press. Recommended Texts Kolatch, Y. (2006). <i>Masters of the Word</i>. Jersey City, NJ: Ktav. Leibowitz, N. (1995). <i>Torah Insights</i>. Jerusalem: Eliner Library. Sokolow, M. (2015). <i>Tanakh: An Owner's Manual</i>. Jerusalem: Urim.
16.	Module run	Term 3

JS 413 Post-Holocaust Jewish Thought

•	Short code	JS 413
•	Title	Post-Holocaust Jewish Thought
•	Level	4
•	Credit points	20

•	Start term	TBC
•	Subject	Post Holocaust Jewish thought.
•	Module Leader	Rabbi Dr. Rafi Zarum
•	Accredited by	N/A
•	Module restrictions	
•	(a) Pre-requisite	JED 406 is a pre-requisite
•	Aims This module aims to introduce students to a broad range of Jewish philosophical and theological responses to the challenges raised by the Shoah. Students will learn to analyse and critique arguments, to situate them in historical context and to appreciate the influence of different parts of the western philosophical tradition on contemporary Jewish thought. This will help students in a school situation to provide a more in-depth background when conducting sensitive discussions on the Shoah.	
•	• Learning outcomes On successful completion of this module the student will be able to: 1. Describe the central arguments of at least two post-Holocaust thinkers 2. Critique the central arguments of at least two post-Holocaust thinkers 3. Evaluate the philosophical and theological discourses relating to the Shoah and the problem of evil using appropriate terminology 4. Discuss philosophical issues using appropriate terminology 5. Discuss theological issues using appropriate terminology	
•	Syllabus In this module students will study: • philosophical and theological formulations of the problem of evil • traditional Jewish approaches to evil and suffering and their relation to notions of divine providence, including key biblical and rabbinic texts • different understandings of theodicy and anti-theodicy, in particular the distinction between theodicy as explanation and theodicy as justification • the historical development of post-Holocaust Jewish thought and the key distinctions between 'Modern' and 'post-Holocaust' Jewish thinkers, drawing on the work of Zachary Braiterman • the strengths and weaknesses of a number of 20th-century Jewish thinkers' responses to the Holocaust, including Martin Buber, Emil Fackenheim, Richard Rubenstein, Ignaz Maybaum and Emanuel Levinas	
•	• Learning, teaching and assessment strategy Teaching and learning	

	- Lectures and tutor-led discussion will provide opportunities for students to gain knowledge and learn skills to study different philosophers as a group Students are expected to attend all taught sessions. In addition to taught sessions, students will attend a small group seminar to help prepare for the oral presentation. Presentations will be recorded and feedback will be discussed. The presentations can be made accessible to all students on the module section of the website to help prepare for the summative assessment. Assessment strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative assessment</i> - A 15 minute oral presentation on a post-Holocaust Jewish thinker. Peer and tutor feedback. <i>Summative assessment</i> - A 2,500 word essay comparing two post-Holocaust thinkers, including discussion of the relevance of the traditional problem of evil, to each thinker, and each thinker's understanding of traditional Jewish perspectives on evil and suffering [LOs 1-5] [100% weighting]	
	Assessment weighting	100% coursework
	Learning materials	Core texts Braiterman, Z. (1998). <i>(God) after Auschwitz</i>. Princeton: Princeton University Press. Harris, M. J. (2017). 'But Now My Eye Has Seen You': Yissurin Shel Ahavah as Divine Intimacy Theodicy', <i>The Torah u-Madda Journal</i> 17/2016-17, pp 64-92. discussion of this paper can be found at http://www.theapj.com/symposium-on-michael-harriss-but-now-my-eye-has-seen-you-yissurin-shel-ahavah-as-divine-intimacy-theodicy-the-torah-u-madda-journal-172015/ (Accessed: 14 August 2025) Levinas, E. (1990). 'Loving the Torah more than God.' In <i>Difficult freedom</i>, S. Hand (trans.). London: Athlone.

		Recommended texts Buber, M. (1988). <i>Eclipse of God</i> (M. Friedman, trans.). Humanities Press International. Fackenheim, E. (1970). <i>God's Presence in History</i>. New York. Fackenheim, E. (1990). <i>The Jewish Bible After the Holocaust: A re-reading</i>. Manchester: Manchester University Press. Fackenheim, E. (1994). <i>To mend the world: Foundations of Post-Holocaust Jewish Thought</i>. Bloomington: Indiana University Press. Katz, S. T. (1985). <i>Post-Holocaust Dialogues: Critical studies in modern Jewish thought</i>. New York: New York University Press. Rubenstein, R. (1992). <i>After Auschwitz: History, theology, and contemporary Judaism</i>. Baltimore: Johns Hopkins University Press. Stanford Encyclopedia of Philosophy (2012, November 30). <i>The problem of evil</i>. Retrieved from http://plato.stanford.edu/entries/evil/ (Accessed: 14 August 2025) Wright, T. (2004). 'Beyond the Eclipse of God: The Shoah in the Thought of Buber and Levinas.' In P. Atterton (Ed.), <i>Levinas and Buber: Dialogue and difference</i>. Pittsburgh: Duquesne University Press.
•	• Module run	• Term 3

JED 501

Investigating Child Development within Jewish Studies

1.	Short code	JED501
2.	Title	Investigating Child Development within Jewish Studies
3.	Level	5
4.	Credit points	20
5.	Start term	Term 1 2025-6
6.	Subject	Child development

7.	Module Leader	Yolande Pieters
8.	Accredited by	N/A
9.	Module restrictions	N/A
10.	Aims The module aims to teach the core areas of child development, through adolescence to adulthood, including spiritual development contextualised within a Jewish framework – including a range of cultural influences. Students will develop their knowledge and understanding of theories of child development, so that they can critically assess cultural influences, including the development of the child as an individual and as members of a community. Students will also look at how Jewish Studies programmes of study influence how children develop.	
11.	Learning outcomes On successful completion of this module the student will be able to: 1. Provide a critical outline of cognitive, social-cultural and physical development from childhood through adolescence to adulthood, using conceptual ideas and applying them where appropriate 2. Compare and contrast the nature and range of Jewish Studies programmes and provide a critical and interpretative judgement of how they impact on development 3. Provide a critique of the justification of a Jewish Studies programme in relation to the spiritual development of a child, with a view to using best practice in future programmes 4. Evaluate the impact of Jewish Studies programmes on child development, and work independently and collaboratively in presenting findings to the group 5. Critically analyse the impact of Jewish Studies and the cultural context on child development, 6. Provide a critique of the complex concept of spiritual development for a child in a Jewish school	
12.	Syllabus In this module, students will study: • Core areas of child development – cognitive, social-cultural and physical from childhood to adulthood • Spiritual development of the child, including definitions of spirituality, influences from the home, the school, the synagogue together with the impact and influence on development of being part of a community. The preparation required including ethical consideration involved in carrying out an examination • The impact of different Jewish Studies programmes on child development and provide a critical judgement on the justification of the Jewish Studies programme in relation to the spiritual development of	

	the child. This will take the form of a small-scale study/investigation which will be discussed with the group.
13.	Learning, teaching and assessment strategy Learning and teaching Lectures will give an overview of key aspects of different theories about how children learn, building on material studied in JED401, and highlight key ideas and debates in the field from a range of disciplines and perspectives. Classroom observation will be vital Tutor-led discussion will provide opportunities for students to contribute to discussions about spiritual development as well as engage with debates and discussion about Jewish educational philosophy and paradigms of childhood Students are expected to attend all taught sessions. In addition to taught sessions and one seminar, students will be expected to: • Complete all core readings • Observe two classroom-based Jewish Studies or Spiritual Cultural Moral and Social lessons or assemblies. This will depend how these subjects are taught in schools and can involve circle time. • Students will also be asked to interview a rabbi or other Jewish spiritual leaders. This may be the school's principal. The purpose of this is to ask about the influence of school, home and the synagogue in a child's Jewish development. Collate evidence from children on their perceptions of spirituality from the observation • Students will prepare their interview questions, their interview transcripts, their observation record and their presentation plan for discussion in order to prepare for the task. These items and the academic research supporting them will form the basis of evidence for their reflective summary. • Visit the learning area for additional interviews with rabbis to support student research. • Prepare their presentations Assessment strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative assessment</i> • A 10 minute individual presentation on the impact of Jewish Studies on child development and the influence of the home, school, synagogue triangle. Peer feedback will be given. <i>Summative assessment</i> • A 2500 word essay that critically reflects on how children learn, using the theories learnt so far. Show how the different ways in which children learn can impact on the ways their Jewish Studies lessons are taught. [LOs 1-5]

	[100% weighting]	
14.	Assessment weighting	100% coursework
15.	Learning materials	Core texts Doherty, J., & Hughes, M. (2013). <i>Child Development: Theory and practice 0-11</i>. Harlow: Pearson Education MacBlain, S. (2020). <i>Child Development for Teachers</i>. London: Learning Matters. McInerney, D., & Putwain, D. (2017). <i>Developmental and Educational Psychology for Teachers: An applied approach</i>. (2nd ed.) New York, Routledge .Mercer, J. (2018) <i>Child Development: Concepts & Th</i> Sage. Mercer, J., Hupp, S., & Jewell, J. D. (2019). <i>Thinking development: Examining myths and misunderstanding</i> (Fourth ed.). Los Angeles: Sage. Hardwicke, S., Moss, F., & Sarkar, A. (2014). <i>Spiritual Development</i>, Birmingham: Christian Education Public Smidt, S. (2013) <i>The Developing Child in the 21st Century: A global perspective on child development</i>. Oxford: Routledge. Recommended texts Arnold, C. (2003) <i>Observing Harry: Child Development and Learning 0-5</i>. Berkshire: Oxford University Press. Beckett, C. (2007) <i>Child Protection: An introduction</i>. London: Sage. Coles, R. (1990) <i>The Spiritual Life of Children</i>. Boston: Houghton MifflinS Dowling, M. (2000). <i>Young Children's Personal, Social and Emotional Development</i>. London: Sage. Didau, D., & Rose, N. (2016). <i>What Every Teacher Needs to Know About Psychology</i>, Melton Woodbridge: John Catt Educational Limited.

		Erricker, C and Erricker J.(2012) <i>Reconstructing Religious, Spiritual and Moral Education</i>. London: Routledge Eaude, T. (2008) <i>Children's Spiritual, Moral, Social and Cultural Development: Primary and early years</i>. Exeter: Learning Matters Fowler, J. W. (1995) <i>Stages of Faith</i>. Harper One, HarperCollins. Jerome, L., & Kisby, B. (2019) <i>The Rise of Character Education in Britain</i> (Palgrave Studies in Young People and Politics). London: Springer International Publishing. Laible, D., Carlo, G., & Padilla-Walker, L. M. (2019) <i>The Oxford Handbook of Parenting and Moral Development</i>. New York, Open University Press. Lamont, R. (2007) <i>Understanding Children, Understanding God</i>. London: SPCK. Oates, J. (ed.). (1994) <i>The Foundations of Child Development</i>. Milton Keynes: Open University Press. Schein, D. (2013) 'Research and Reflections on the Spiritual Development of Young Jewish Children'. <i>Journal of Jewish Education</i>, 79(3), pp.360-385. Shire, M. (1997) Jewish Spiritual Development and Curriculum Theory. <i>International Journal of Children's Spirituality</i>, 2(2), pp.53-59. Smith, P., Cowie H., & Blades, M. (2011) <i>Understanding Children's Development</i> (5th ed.). Chichester: John Wiley & Sons. Waller, T. (Ed.). (2005) <i>An Introduction to Early Childhood: A multidisciplinary approach</i>. London: Sage. Winslade, W. J. and Kushner, H. S. (2006) <i>Man's Search for Meaning by Viktor E. Frankl</i>. Boston: Beacon Press.
16.	Module run	Term 1

JED 522**Understanding Diversity in Learners in the Jewish Studies Classroom**

1.	Short code	JED 522
2.	Title	Understanding Diversity in the Jewish Studies Classroom
3.	Level	5
4.	Credit points	20
5.	Start term	Term 2 2025-6
6.	Subject	Diversity/Inclusion
7.	Module Leader	Yolande Pieters
8.	Accredited by	N/A
9.	Module restrictions	N/A
10.	Aims The module aims to provide a critical outline of learning theories and demonstrate the respective strengths and weaknesses in such theories. This will provide students with a means to effectively analyse teaching techniques and to facilitate appropriate personalised learning in the classroom.	
11.	Learning outcomes On successful completion of this module the student will be able to: 1. Evaluate the use of learning theory models in the Jewish Studies classroom 2. Provide a critical outline of wider issues concerning diversity in teaching and their potential impact on a Jewish Studies classroom 3. Critically assess the possible impact of policies related to Gifted and Talented pupils and those with special education needs. 4. Demonstrate effective learning skills and the ability to critically examine a range of theories as implemented in classroom practice 5. Consider key areas of special educational needs and disabilities and how to meet them in the classroom. 6. Exhibit professional development through evaluative judgements and selection of a range of professional approaches	
12.	Syllabus Areas to be covered include contemporary learning theories and appropriate recent methodologies. Students will consider policies related those with English as an additional language (EAL), special educational and disability needs (SEND), differentiation, gender differences, attachment and socio-economic diversity and their impact on learning. • What is inclusion? Medical/social model. Exploration of diversity in a range of schools. • General introduction to SEND historically (pre and post Warnock) • SEND continued (dyslexia, dyspraxia, ADHD, ADD, global delay. • EAL • Streaming, mixed ability, lower and higher achievers, adaptive learning. • Inclusion in the Jewish Studies classroom Attachment	
13	Learning, teaching and assessment strategy Learning and teaching	

	Lectures will give an overview of key aspects of different theories of diversity and inclusion. Seminars will enable students to demonstrate knowledge and its application to other contexts. Students are expected to attend all taught sessions. In addition to taught sessions, students will be expected to: - Complete all core readings - Observe a classroom-based Jewish Studies lesson using the agreed proforma Meet the SENDCO and/or More able co-ordinator to discuss the merits of mixed ability and streamed/set provision. Please note some schools have an additional SENDCO for Jewish Studies. If this is the case students should meet both. - Collect the school's inclusion policies, including SEND, English as an Additional Language - Compare and contrast policies, focusing particularly on mixed ability and streamed/set provision, and how policies affect provision for SEND in the classroom. - Work in small groups of four students to write and rehearse presentations Assessment strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative assessment</i> • A 15 minutes group presentation on the particular issues facing JS teachers in managing diversity in learners in their classrooms. <i>Summative assessment</i> • A 2500 word essay showing how evidence based approaches underpin good practice in meeting the needs of all learners in the Jewish Studies classroom. The essay will explore the application of theory into classroom practice. You should build on prior knowledge from JED 501. [LOs 1-6] [100% weighting]	
14.	Assessment weighting	100% coursework
15.	Learning materials	Core texts Burnett, N. (2019) <i>Solutions Focused Special Education: Practical and inclusive strategies for all educators</i>, London: Jessica Kingsley.

	Cole, M. ed. (2011) <i>Education, equality and human rights: issues of gender, 'race', sexuality, disability and social class</i>. Routledge Gray, C., & MacBlain, S. (2012). <i>Learning theories in childhood</i>. London, England: Sage. Gross Davis, B. (2009). <i>Tools for teaching</i> (Chapter 5) (2nd ed.). San Francisco: Jossey-Bass. Hodkinson, A. (2019) <i>Key Issues in Special Educational Needs, Disability and Inclusion</i>. London: Sage (3rd ed.). Richards, G & Starbuck, J. (eds.) (2020). <i>Effective Interventions and Strategies for Pupils with SEND: Using evidence-based methods for maximum impact</i>. Oxon: Routledge. Recommended texts Anderton, H. and Morrison McGill, R. (2018). <i>Hairdresser or Footballer? Bridging the gender gap in school</i>. Woodbridge: John Catt Burnett, N. (2019) <i>Solutions Focused Special Education: Practical and inclusive strategies for all educators</i>. London: Sage. Cline, T. and Frederickson, N. (2009). <i>Special educational needs: Inclusion and diversity. A Textbook</i> (2nd ed.). Berkshire: Open University Press. Cole, R. (Ed.). (2008). <i>Educating everybody's children: Diverse teaching strategies for diverse learners</i> (2nd ed.). Alexandria: ASCD. Frost, S. (2022) <i>The Key to Inclusion</i>, New York: Kogan Page. Glass, E. K., & Dembro, M. H. (2002). 'Gifted education in Jewish day schools.' <i>Journal of Jewish Education</i>, 68, 3, 7-18. Richards, G., & Armstrong, F. (Eds.). (2010). <i>Teaching and learning in diverse and inclusive classrooms: Key issues for new teachers</i>. Oxford: Routledge. Schunk, D. (2020). <i>Learning Theories: An educational perspective</i>. New Jersey: Pearson. (8th ed.).
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		Swann M., Peacock A., Hart, S., & Drummond, M. J. (2012). <i>Creating learning without limits</i>. Berkshire: Open University Press. Taylor, B. & Tereshchenko, A.. (2020) <i>Reassessing 'Ability' Grouping : Improving practice for equity and attainment</i>. Oxon: Routledge. Tileston, D. W. (2010). <i>What every teacher should know about diverse learners</i>. Thousand Oaks: Corwin. Warwick, I., & Speakman, R. (2018) <i>Redefining More Able Education: Key issues for schools</i>. Oxon: Routledge. Yeager, D.S. and Dweck, C.S., (2012) Mindsets that promote resilience: When students believe that personal characteristics can be developed. <i>Educational Psychologist</i>, 47 (4), pp.302-314. resources Brown University (2017) Teaching Diverse Learners. Available at: http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/. (Accessed: 14 August 2025) Teaching Diverse Students http://www.sagepub.com/upm-data/39272_2.pdf. (Accessed: 14 August 2025) The following blog has useful resources on supporting different learning styles: http://www.danielwillingham.com/learning-styles-faq.html. (Accessed: 14 August 2025)
16.	Module run	Term 2

JED 503
Managing a Jewish Studies Classroom

1.	Short code	JED503
2.	Title	Managing a Jewish Studies classroom: Behaviour for learning
3.	Level	5
4.	Credit points	20
5.	Start term	Term 3 2025-6
6.	Subject	Behaviour for learning
7.	Module Leader	Jonathan Bach
8.	Accredited by	N/A

9.	Module restrictions	N/A
10.	Aims This module aims to explore behaviour for learning issues in general, and in the Jewish Studies classroom in particular. Areas will cover use of language, and awareness of cultural issues, as well as a full range of aspects of Behaviour for learning. This will help students prepare for effective learning and teaching, and for understanding what effective behaviour for learning looks like.	
11.	Learning outcomes On successful completion of this module the student will be able to: 1. Use a range of theoretical sources and investigations to compare and critically assess various approaches to Behaviour for learning, and be able to share findings with their tutor and peers. 2. Conduct a micro-survey of Behaviour for learning strategies used in Jewish Studies classrooms, and critically analyse the most appropriate approaches to prevent poor behaviour in Jewish Studies lessons and to promote students being engaged with their learning. 3. Analytically review theoretical material and put this theory into professional practice. 4. Develop professionally through self-evaluation of own classroom practice. 5. Conduct small scale research ethically.	
12.	Syllabus • Classroom management and organisation • Behaviour for learning Rewards and incentives in the classroom • Developing inclusive practice • Educational theories that support classroom practice • Preparing for small scale school-based research • Ethics of small-scale research in the classroom	
13.	Learning, teaching and assessment strategy Learning and teaching Lectures will ensure that students have a good grounding in the theory behind behaviour management and Behaviour for learning. Sessions will support students in all the practical and ethical considerations of producing a survey This small-scale survey will enable students to critically analyse and draw conclusions. Assessment strategy	

	All assignments within the summative assessment must be passed to pass the module. <i>Formative assessment</i> - Students will undertake critical analysis of different behaviour for learning techniques in groups and propose solutions to problems arising from that analysis. - Students will take part in seminar discussion in order to develop their thinking and knowledge about behaviour for learning. They will respond to key questions posed by both by the tutor and other students based on their survey results. <i>Summative assessment</i> A 2000-word report describing, analysing and critically reflecting on the most appropriate approaches to prevent poor behaviour in classrooms, and to promote students being engaged with their learning. This should refer to the appropriate literature. Students should arrive at conclusions as to which Behaviour for Learning strategies are favoured in secular or Jewish Studies classrooms and reasons why that might be. Students will include their proposed survey as an appendix. [LOs 1-5] 100% weighting]	
14.	Assessment weighting	100% coursework
15.	Learning materials	Core texts Baumfield, V. et al (2013) <i>Action Research in Education: Learning Through Practitioner Enquiry</i>. London: Sage Glenn, M., Sullivan, B., Roche, M., McDonagh, C. (2023) <i>Action Research for the Classroom</i>, New York: Routledge McAteer, M. (2013) <i>Action Research in Education</i>. London: Sage Recommended texts Adams, K. (2009) <i>Behaviour for Learning in the Primary School</i>. London: Sage. An inclusive Approach to Religious Education in a Special School: Little Heath School. https://www.gov.uk/government/publications/an-inclusive-approach-to-religious-education (Accessed: 14 August 2025)

	Ball, S. et al (2011) 'Disciplinary Texts: A policy analysis of national and local behaviour policies.' <i>Critical Studies in Education</i>, 52(1), pp.1-14. Barnes, R. (2006) <i>The Practical Guide to Primary Classroom Management</i>. London: Paul Chapman Publishing. Ofsted (2014) Below the Radar: low-level disruption in the country's classrooms. Available from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379249/Below_20the_20radar_20-20low-level_20disruption_20in_20the_20country_E2_80_99s_20classrooms.pdf (Accessed: 14 August 2025) Edwards, C. H. and Watts, V. J. (2010) <i>Classroom Discipline & Management</i> (2nd ed.). Brisbane: John Wiley & Sons. Ellis, S., & Tod, J. (2009) <i>Behaviour for Learning: Practical Approaches to Behaviour Management</i>. Oxford: Routledge. Hansen, A. (Ed.). (2012) <i>Reflective Learning and Teaching in Primary Schools</i>. London: Sage. Howard, J. (2013) <i>Distressed or Deliberately Defiant? Managing challenging student behaviour due to trauma and disorganised attachment</i>. Samford Valley: Australian Academic Press. Marzano, R. J., & Marzano, J. S. (2003). 'The Key to Classroom Management.' <i>Educational Leadership</i>, 61(1), pp.6-13. Murphy, J. and Murphy, D. (2018). <i>Thinking Reading</i>. Woodbridge: John Catt Phillips, D. K. and Carr, K. (2010). <i>Becoming a Teacher Through Action Research: Process, context and self-study</i>. London: Routledge. Pollard, A. (2000). <i>Readings for reflective teaching in the primary school</i>. London: Continuum Powell, S. and Tod, J. (2004). <i>A Systematic Review of How Theories Explain Learning Behaviour in School Contexts</i>. EPPI-Centre. Available from: http://eppi.ioe.ac.uk/cms/LinkClick.aspx?fileticket=xjNFKFrgrG8%3D. (Accessed: 14 August 2025)
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		University of Brighton (2006) Pupil Grouping Strategies and Practices at KS2 and KS3 2006. Available from: http://wsassets.s3.amazonaws.com/ws/nso/pdf/c26d0d2a603608265b5ae11b50421a3b.pdf (Accessed: 14 August 2025) Rogers, B. (2011) <i>Classroom Behaviour: A practical guide to effective teaching, behaviour management and colleague support</i>. London: Sage. Taylor, C. Department for Education (2013) Good Behaviour in Schools: checklist for teachers Available from: https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers (Accessed: 14 August 2025) Shelton, F., & Brownhill, S. (2009) <i>Effective Behaviour Management in the Primary School</i>. Maidenhead: Open University Press.
16.	Module run	Term 2/3

JED 504**The Researching Teacher**

1.	Short code	JED 504
2.	Title	The Researching Teacher
3.	Level	5
4.	Credit points	10
5.	Start term	Term 1 2025-6
6.	Subject	Introduction to the skills needed to be a competent educational researcher
7.	Module Leader	Jonathan Bach
8.	Accredited by	N/A
9.	Module restrictions	N/A
	(a) Pre-requisite	N/A
10.	Aims The module aims to equip students with the knowledge and skills to be a competent researcher. Students will learn how to conduct a systematic inquiry in order to describe, explain and predict observed phenomena and to draw conclusions from these observations. This will include research of both a quantitative and qualitative nature, using inductive and deductive methods. Ethical considerations of researchers will be considered. This module will help students wishing to continue with further academic professional development and school-based studies.	
11.	Learning outcomes On successful completion of this module the student will be able to: 1. Gather research and analyse information from a range of sources, as well as make judgements on the relative merits of qualitative and quantitative research techniques in order to monitor, evaluate and analytically review a wide range of educational processes and procedures. 2. Draft, plan and conduct their own research plan based on their own small-scale pilot study relevant to the Jewish Studies classroom 3. Make appropriate evaluative and ethical judgments based on their work, both in terms of the findings of their work and on the relative merits of the research methods used. This should facilitate effective educational research and analysis of educational practices in the future 4. Consider the assumptions underpinning methodologies used in research with children and young people. Know the key principles involved in the design of small-scale research projects and understand the key principles of using data-gathering instruments to explore an aspect of educational practice.	
12.	Syllabus This module enables students to gain an overview of research methodologies commonly used in educational research, together with knowledge and understanding of the key principles of observing, interviewing, text analysis and using simple questionnaires. It will cover:	

	• Establishing an area for inquiry • Reading for inquiry and finding research evidence • Gathering inquiry evidence • Data analysis • Reliability and validity of evidence. • Research ethics • Professional practice in the classroom • Analysing and evaluating classroom-based research
13.	Learning, teaching and assessment strategy Lectures will enable students to understand different types of research. They will then have seminars to support them through the research process. Students are expected to attend all taught sessions. In addition to taught sessions and two seminars, students will be expected to: - Complete all core readings - Design their research plan and carry it out - In the first seminar, students will be supported with the creation of their interview questions, their research plans, their interview transcripts, their observation record and their presentation plan for discussion in order to prepare for the task. These items and the academic research supporting them will form the basis of evidence for their reflective summary. - In the second seminar (which may take place after the last teaching session), students will present their research plans and preliminary findings. Peer and tutor feedback will be given. Learning will also be supported via asynchronous email discussions focused on formative assessment and the production of the file of evidence. Assessment strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative assessment</i> • Directed tasks will facilitate the development of a file of evidence. This will include analyses of research design, methods, reliability, validity and ethical issues relating to their presentation below. These tasks will demonstrate that students have been able to analyse and evaluate information gained and will have made judgements on the impact of different research methods. This will culminate in a 10 minute presentation on the findings of students' own research study. This will form part of the PPDP <i>Summative assessment</i> • Conduct your own piece of research in the form of a small classroom study. Present your research in a 1500 word report explaining the rationale behind research methods chosen. Include a critical evaluation of research in this area. [LOs 1-4] [100% weighting]

14.	Assessment weighting	100% coursework
15.	Learning materials	Core texts: Cohen, L., Manion, L., Morrison, K. (2018) <i>Research Methods in Education</i>. 8th Ed. London: Routledge Glenn, M., Sullivan, B., Roche, M., McDonagh, C. (2023) <i>Action Research for the Classroom</i>, New York: Routledge Wilson, E. (2017). <i>School-based research: A guide for education students</i> (3rd ed.). London: Sage. Recommended texts: Bell, J. (2010) <i>Doing your Research Project, a Guide for First-Time Researchers in Education and Social Science</i>. 5th edition. Milton Keynes: Open University Press Costly, C., Elliott, G. and Gibbs, P. (2010) <i>Doing work based research: approaches to enquiry for insider-research</i>. London: Sage Denscombe, M. (1999). <i>The good research guide</i>. Buckingham: Open University Press. Koshy, V. (2010). <i>Action research for improving educational practice</i>. (2nd ed.). London: Sage. Layder, D. (2013). <i>Doing excellent small-scale research</i>. London: Sage. Norton, L. (2009) <i>Action research in teaching and learning</i>. London: Routledge O'Leary, Z. (2010) <i>The essential guide to doing your research project</i>. London: Sage. Pallant, J. (2013). <i>SPSS survival manual</i> (5th ed.). Buckingham: Open University Press. Prosser Haywood, M. and Jopling, M. (2019). <i>Research SEND in Ordinary Classrooms</i>. Woodbridge: John Catt Robson, C. (2011) <i>Real world research</i>. 3rd Edition. London: John Wiley & Sons Rose, D., & Sullivan, O. (1996). <i>Introducing data analysis for social scientists</i>. Buckingham: Open University Press.

		Saunders S., (2005). <i>How to do research in your school</i>. London: Sage. Thomas G., (2013). <i>How to do your research project</i>. London: Sage.
16.	Module run	Term 1

JED 505**Planning a Jewish Studies Learning Sequence**

1.	Short code	JED 505
2.	Title	Planning a Jewish Studies Learning Sequence
3.	Level	5
4.	Credit points	20
5.	Start term	Term 2 2025-6
6.	Subject	Teaching and Learning
7.	Module Leader	Esther Cohen
8.	Accredited by	N/A
9.	Module restrictions	
	(a) Pre-requisite	JED 422
10.	Aims The module aims to examine models of curriculum planning that inform syllabus drafting, schemes of work and lesson plans. Students will be able to join a school department and support with planning of new courses or reassess existing courses with a view to improving their delivery.	
11.	Learning outcomes On successful completion of this module the student will be able to: 1. Describe a range of different ways that curriculum can be planned and delivered in Jewish Studies lessons. 2. Provide a critical overview of rationales for diverse curriculum planning of Jewish Studies learning in a range of socio-cultural settings, and make evaluative judgements on how they would use this analysis to inform future planning in schools 3. Compare and analyse curriculum design/syllabi from a range of schools that they have studied, both nationally and internationally. 4. Critically evaluate a Jewish Studies learning sequence, based on students' research findings. 5. Apply learning to the development of a medium term curriculum plan which addresses assessment, differentiation and resources.	
12.	Syllabus Students will examine rationales for curriculum planning in diverse Jewish Studies settings which reflect the socio-cultural background of learners. They will analyse how this informs syllabi, and then how these syllabi are broken down into schemes of work and an overview of lesson planning which aim to maximise learning and teaching time. Students will undertake this analysis with respect to the selection and sequencing of curriculum content.	
13.	Learning, teaching and assessment strategy Learning and teaching Seminars will enable students to demonstrate their knowledge and appreciate its transferability between secular and Jewish Studies lessons. Students are expected to attend all taught sessions. In addition to taught sessions and one seminar, students will be expected to: - Complete all core readings	

	- Prepare and deliver the presentation - The seminar will be used for students to present their findings to each other and gain peer and tutor feedback. - Students will create a collection of medium plans and planning templates of both Jewish studies and general studies lessons. Assessment strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative assessment</i> • Students will produce a 10 minute presentation on their findings into the advantages and disadvantages of a variety of Jewish Studies curricula and transferability across the curriculum. Peer and tutor feedback will be given. <i>Summative assessment</i> • Students will submit a one term plan for one year group for one major element (e.g. chumash) of the Jewish Studies curriculum, showing they understand medium term planning. • They will submit this Jewish Studies curriculum plan with a 1500 word rationale, with reference to theory, and with critical reference to models of curriculum including learning from previous modules. They will include reflection of progression, adaptive teaching and assessment, showing the importance of these elements in the design of a curriculum. [LO 1, 2, 3, 4, 5] [100% weighting]	
14.	Assessment weighting	100% coursework
15.	Learning materials	Core texts Arthur, J. and Cremin, T. (2010) <i>Learning to Teach in the Primary School</i>. London: Routledge. <i>The Bristol Guide 2023: Handbook for Education professionals</i>. (2023). Bristol: University of Bristol. GOV.UK Publications (2012). <i>Teachers' Standards</i> Available from: https://www.gov.uk/government/publications/teachers-standards (Accessed: 14 June 2023) Hansen, A. (Ed.). (2012) <i>Reflective Learning and Teaching in Primary Schools</i>. London: Sage. Recommended texts

		Dethridge, K. (2016). <i>A practical guide to the early years' foundation stage</i>. Woodbridge: John Catt Ettinger, K. (2016) Enhancing your teaching with Primary Sources from the National Library of Israel. Available from: https://www.emaze.com/@AFFRORLW/Purim-CPD (Accessed: 14 June 2023) Frey, N et al. (2005) <i>Designing Responsive Curriculum: Planning lessons that work</i>. Lanham: Rowman & Littlefield. Gatto, J.T. (2002) <i>Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling</i>, Canada: New Society Publishers. Kirkwood M. and Christie, D. (2006) 'The Role of Teacher Research in Continuing Professional Development'. <i>British Journal of Educational Studies</i>, 54, pp.429-448. Lord, L. and Slinn, K. (2013) <i>Curriculum Planning and Assessment for the Foundation Stage: A guide for practitioners</i>. London: Paul Chapman Publishing. Northedge, A, (2005) <i>The Good Study Guide</i>. Milton Keynes: Open University. Sherrington, T. and Caviglioli, O. (2019). <i>Rosenshine's Principles in Action</i>. Woodbridge: John Catt Rodger, R. (2004) <i>Planning an Appropriate Curriculum for the Under Fives: A guide for teachers, students and assistants</i> (2nd ed.). London: David Fulton Books. Van Tassel-Baska, J. (2003) <i>Curriculum Planning and Instructional Design for Gifted Learners</i>. Denver: Love Publishing Company. Wegerif, R. (2010) <i>Mind Expanding: Teaching for thinking and creativity in primary education</i>. Maidenhead: Open University Press.
16.	Module run	Term 2

JED 506
Jewish History 1

1.	Short code	JED 506
2.	Title	Jewish History 1
3.	Level	5
4.	Credit points	20
5.	Start term	TBC
6.	Subject	Jewish History
7.	Module Leader	Rabbi Dr Raphael Zarum
8.	Accredited by	N/A
9.	Module restrictions	N/A
10.	Aims This module aims to enable students to deepen their understanding of the historical Jewish calendar. By studying Jewish history through the familiar Biblical, rabbinic and modern Jewish fasts, festivals, and other significant dates in the Jewish calendar, students will begin to develop a more sophisticated understanding of history and historiography.	
11.	Learning outcomes On successful completion of this module the student will be able to: - Compare and contrast different historical approaches to significant dates in the Jewish calendar. - Reflect on the relevance of exploration of historical context to the teaching of the Jewish calendar. - Provide a historical overview of the Holocaust period, - Explain significant events within that period. - Consider the extent to which the Holocaust can be considered a unique event in Jewish history	
12.	Syllabus Students will be introduced to the methodology of academic history and key debates in historiography. Students will apply their understanding of academic history and key debates to the historical background of festivals as well as key dates in the Jewish calendar to the Biblical festivals, the rabbinic festivals and the Holocaust period.	
13.	Learning, teaching and assessment strategy Learning and teaching Lectures will enable students to develop their knowledge of complex material. Seminars will support the completion of the directed tasks. Directed tasks will result in the development of a file of evidence demonstrating knowledge of Jewish History. These tasks will demonstrate that students have been able to analyse and evaluate information gained. Students are expected to attend all taught sessions. In addition to taught sessions, students will be expected to: - Complete all core readings	

	- Conduct research on different historical approaches to teaching the calendar, including sharing with other students the different approaches used in their schools - Prepare for the presentation - Prepare a poster as a part of seminar to outline either the key events of the Holocaust period or a creative presentation of the Jewish calendar - Learning will also be supported via asynchronous email discussions focused on formative assessment and the production of the file of evidence. Assessment strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative assessment</i> • A 10 minute oral presentation on how the historical context of a Biblical or rabbinic festival, fast or key event has influenced how they are observed. Peer feedback will be given. <i>Summative assessment</i> • A 1500 word report: consider how the historical context of a Biblical or rabbinic festival, fast or key event influences how it should be taught and defend your position. [LO 1 and 2] [60% weighting] • Present a plan of a learning sequence for an agreed age group which addresses the question: To what extent should the Holocaust be considered a unique event in Jewish History? [LO 3-5] [40% weighting]	
14.	Assessment weighting	100% coursework
15.	Learning materials	Core texts Bianco, D. (1997). <i>Modern Jewish history for everyone</i>. Los Angeles: Midstates Printing and Quality Quick Print. Bergen, D. (2009). <i>War and genocide: A concise history of the Holocaust</i>. Lanham: Rowman & Littlefield Publisher. Recommended texts Bayme, S. (1997). <i>Understanding Jewish history: texts and commentaries</i>. Hoboken, NJ: Ktav. Cohen, G. (1977). 'Translating Jewish History into urriculum.' In S. Fox & G. Rosenfield (Eds.), <i>From the</i>

	<i>scholar to the classroom: Translating Jewish tradition into curriculum</i>. New York: Melton Research Center for Jewish Education at the Jewish Theological Seminary. Glanz, J. (1999). 'Ten suggestions for teaching the Holocaust.' <i>The History Teacher</i>, 32, 547-565. Totten, S. and Feinberg, S. (Eds.). (2000). <i>Teaching and studying the Holocaust</i>. Boston: Allyn & Bacon Publishers. Shawn, K. and Goldfrad, K. (2008). <i>The call of memory: Learning about the Holocaust through narrative. A teacher's guide</i>. Teaneck: Ben Yehuda Press. Shawn, K. (1991). 'Goals for helping young adolescents learn about the Shoah.' <i>Ten Da'at</i>, 5:2, 7-11. Greenbaum, B. A. (2001). <i>Bearing witness: Teaching about the Holocaust</i>. Portsmouth: Heinemann. Bloomberg, J. (1992). 'The study of Jewish history in the Jewish school.' <i>Ten Da'at</i>, 6,1, 31-32. Feinstein, D. (2004). <i>The Jewish calendar: Its structure and laws</i>. Brooklyn: Mesorah. Goldberg, D. J., & Rayner, J. D. (1987). <i>The Jewish people: Their history and their religion</i>. New York: Viking. Katz, M. (2000). <i>Understanding Judaism: A basic guide to Jewish faith, History, and practice</i>. Brooklyn: Mesorah. Sokolow, M. (1987). 'History through biography: A modest proposal.' <i>Ten Da'at</i>, 1, 2, 20-21. Wineburg, S. S. and Wilson, S. M. (1988). 'Models of wisdom in the teaching of history.' <i>Phi Delta Kappan</i>, 70, 1, 50-58. Yerushalmi, Y. H. (1996). <i>Zakhor: Jewish history and Jewish memory</i>. Seattle, WA: University of Washington Press. Recommended websites http://www.chinuch.org (Accessed 14 August 2025) http://www.torah tots.com (Accessed 14 August 2025)
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16.	Module run	Term 2

JED 508
Teaching Jewish Literacy 1

1.	Short code	JED508
2.	Title	Teaching Jewish Literacy 1
3.	Level	5
4.	Credit points	20
5.	Start term	Term 2 2025-26
6.	Subject	Jewish Biblical literature
7.	Module Leader	Yolande Pieters
8.	Accredited by	N/A
9.	Module restrictions	N/A
10.	Aims This module aims to investigate the breadth and depth of Jewish Biblical literature, enabling the student to navigate a text using various commentators including Rashi. Students will also explore the structure of the weekly portion and understand its context in order to assist with curriculum delivery.	
11.	Learning outcomes On successful completion of this module the student will be able to: 1. Demonstrate a sound knowledge of Jewish Biblical literature 2. Critically analyse texts using various commentators including Rashi 3. Identify and write a Dvar Torah (analytical study) on the weekly portion, which is age-appropriate and in line with the expectations of the school curriculum 4. Explain and evaluate how knowledge of Biblical literature and its commentators can be used to enhance the teaching of Tanakh specifically, together with its broader implications within the Jewish Studies classroom. 5. Analyse and interpret biblical text 6. Make judgements on their own work and that of others	
12.	Syllabus Knowledge of approaches to the text of the Hebrew Bible over the centuries, particularly those of the medieval commentators, of whom Rashi is the leading example. Study of the weekly portion and an overview of the whole <i>Chumash</i>	
13.	Learning, teaching and assessment strategy Learning and teaching Students will attend resources aimed at giving an overview of biblical literature and the different commentators' approaches to the text. Seminars will enable students to demonstrate their knowledge and its application. A number of tasks will be given to build up students' skills. Students are expected to attend all taught sessions. In addition to taught sessions, students will be expected to: - Complete all core readings - Students will work through the 'Torah For Everyone' programme and undertake several analytical activities - Students will write their own <i>Dvar Torah</i> (analytical study) - The seminar will be focused on a presentation of how knowledge of Bible can enhance curriculum delivery. Students will be encouraged but	

	will not be restricted to using their <i>Dvar Torah</i> as a basis for the presentation. Assessment strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative assessment</i> A 10-15 minute presentation to explain and evaluate how a detailed knowledge of Biblical literature and its commentaries can be used to enhance curriculum delivery at either primary or secondary level. Peer and tutor assessment will be used to make judgements on their own work and that of others <i>Summative assessment</i> A 2500 word essay to explain and evaluate how a detailed knowledge of Biblical literature and its commentaries can be used to enhance curriculum delivery at either primary or secondary level. Students are required to critically analyse text and suggest possible applications as part of the process. [LOs 1 -6] [100 % weighting]	
14.	Assessment weighting	100% coursework
15.	Learning materials	Core texts Brawer, N. (2008). <i>A brief guide to Judaism</i>. London: Constable & Robinson. Kohn, E., & Goldstein, G. (2007). 'Formulating a curriculum framework for Torah study.' <i>Ten Da'at</i>, 19, 19-40 Sokolow, M. (2015). <i>Tanakh: An Owner's Manual</i>. Jerusalem: Urim. Recommended texts Binstock, M. (2001). 'Torah and secular values: making the link.' <i>The Jewish Educator</i>, 2, 5, 17-18. Helfgot, N. (1998). 'Beyond parshanut: Using midrash to enhance the teaching of values.' <i>Ten Da'at</i>, 11, 15-41. Kolatch, Y. (2006). <i>Masters of the word</i>. Jersey City, NJ: Ktav. Sokolow, M. (2008). <i>Studies in the weekly parashah: Based on the lessons of Nehama Leibowitz</i>. Jerusalem: Urim. Recommended websites http://www.chinuch.org (Accessed: 14 August 2025)

		http://www.mechon-mamre.org/ (Accessed: 14 August 2025)
16.	Module run	Term 2

JED 509

Principles of Second Language Teaching and Acquisition

1.	Short code	JED 509
2.	Title	Principles of Second Language Teaching and Acquisition
3.	Level	5
4.	Credit points	20
5.	Start term	TBC
6.	Subject	Second language acquisition
7.	Module Leader	TBC
8.	Accredited by	N/A
9.	Module restrictions	N/A
10.	Aims The module aims to provide students with an outline of the principles of language acquisition / learning, ranging from mother-tongue acquisition (L1) to second (SLA) and foreign language (L2) learning. This module will encourage students to become familiar with theories of language acquisition and their strengths and weaknesses.	
11.	Learning outcomes On successful completion of this module the student will be able to: 1. Provide a critical overview of selected literature on language acquisition / learning 2. Compare and contrast models of linguistic grammars and their limitations 3. Compare these with pedagogic grammars and link this knowledge to explain principles of 'selection' and 'grading' of linguistic structures 4. Critically analyse and make judgements on the application and impact of these models and principles in practice – i.e. in the Jewish Studies classroom, especially in regard to syllabus planning 5. Critically review different theories of language acquisition and how they are used in the classroom	
12.	Syllabus The module will cover language learning theory, including a review of linguistic grammar: the Logico-Semantic Model, the Structuralist Model and the Transformational-Generative Model. This will lead on to other contemporary language acquisition / learning models, including Contrastive Analysis, the Invariant Route Hypothesis and Interlanguage.	
13.	Learning, teaching and assessment strategy Learning and teaching	

	Seminars will enable students to demonstrate knowledge and its application to other contexts by reviewing the directed tasks folders. Students are expected to attend all taught sessions. In addition to taught sessions, students will be expected to: - Complete all core readings - Observe a high quality language lesson and feedback strategies used to develop pupils' linguistic skills with a focus on grammar - Engage in a seminar during which they will prepare a poster emphasising good practice seen in language teaching Learning will also be supported via asynchronous email discussions focused on formative assessment and the production of the file of evidence. Assessment strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative assessment</i> • Directed tasks will result in the development of a file of evidence, which will help inform planning in school-based training. These tasks, including the poster emphasising good practice in language teaching, will demonstrate that students have been able to critically analyse and evaluate information gained as well as make judgements on the impact of different models of linguistic grammars which can be used in the Jewish Studies foreign language classroom (i.e. Hebrew) This will form part of the PPDP. <i>Summative assessment</i> • Individual files of evidence containing evidence of completion of subject knowledge development, independent and collaborative directed tasks and reading and research work undertaken – with particular emphasis on language acquisition in the Jewish Studies classroom, including observation of good practice. 1000 words. This will form part of the PPDP. [LO 2 and 3] [40% weighting] • A 1500 word report which critically analyses and makes judgements on the possible practical impact of different models of linguistic grammars in a Jewish Studies foreign language classroom, especially with regard to syllabus planning. [LOs 1, 2, 3, 4 & 5] [60% weighting]		
14.	<table border="1"> <tr> <td>Assessment weighting</td> <td>100% coursework</td> </tr> </table>	Assessment weighting	100% coursework
Assessment weighting	100% coursework		

15.	Learning materials	Core texts Kirsch, C. (2008). <i>Teaching foreign languages in the primary school</i>. London: Continuum. Mitchell, R., Myles, F., & Marsden, E. (Eds.). (2013). <i>Second language learning theories</i>. Oxford: Routledge. Recommended texts Browne, A. (2007). <i>Teaching and learning communication, language and literacy</i>. London: Paul Chapman Publishing. Johnson, K. (2008). <i>An introduction to foreign language learning and teaching</i> (2nd ed.). Oxford: Routledge. Marsh, J., & Hallett, E. (1999). <i>Desirable literacies</i>. London: Paul Chapman Publishing. Maynard, T., & Thomas, M. (2004). <i>An introduction to early childhood studies</i>. London: Sage. Moon, J. (2004). <i>A handbook of reflective and experiential learning: Theory and practice</i>. Oxford: Routledge. Roskos, K. A., & Christie, J. F. (Eds.). (2007). <i>Play and literacy in early childhood: Research from multiple perspectives</i> (2nd ed.). Mahwah: Erlbaum. Whitehead, M. (2004). <i>Language and literacy in the early years</i> (3rd ed). London: Sage.
16.	Module run	Term 2

JED 510 Early Years Education

1.	Short code	JED 510
2.	Title	Early Years Education
3.	Level	5
4.	Credit points	20
5.	Start term	TBC
6.	Subject	Early Years Foundation Stage (EYFS).
7.	Module Leader	Jillian Dunstan
8.	Accredited by	N/A
9.	Module restrictions	N/A
10.	Aims	

	This module aims to provide an outline and understanding of the Early Years Foundation Stage (EYFS) as part of the statutory framework that sets the standards for all Early Years providers. The module will provide students with information concerning expectations and outcomes at this level, in order to support teaching and planning and assist in their role in the classroom.
11.	Learning outcomes On successful completion of this module the student will be able to: 1. Critically analyse the EYFS Profile and discuss its impact on teaching and learning to prepare pupils for life at school 2. Critically analyse the strengths and weaknesses of the Quality Assurance system of the EYFS Profile, based on classroom observation 3. Have the learning tools to conduct a small-scale survey of Early Learning Goals (ELGs) in a specific setting 4. Evaluate and assess the data relating to the ELGs drawn from the areas of learning. 5. Explore the needs of early years children, and how they develop new skills within a structured and managed school environment.
12.	Syllabus In this module students will study: - The statutory requirements of the EYFS framework and profile and will consider how they impact on provision in schools and settings - The varied needs of children in EYFS and consider how these are met by the EYFS framework - Theoretical frameworks for early years application and their practical application - How the EYFS framework is assessed
13.	Learning, teaching and assessment strategy Learning and teaching Lectures will ensure that students have a good grounding in the theory behind developments in the early years. A small-scale survey will enable students to critically analyse and draw conclusions. Seminars will enable students to demonstrate knowledge and its application to other contexts. Students are expected to attend all taught sessions. In addition to taught sessions, students will be expected to: - Complete all core readings - Observe at least one high quality early years lesson and feedback strategies used to develop pupils' knowledge and skills - Conduct a small-scale survey - Engage, as a critical friend, in a seminar during which students will feed back results of their small-scale survey to the group - Prepare for the presentation Learning will also be supported via asynchronous email discussions focused on formative assessment and the production of the file of evidence. Assessment strategy

	<u>All assignments within the summative assessment must be passed to pass the module.</u> <i>Formative assessment</i> - Directed tasks will result in the development of a file of evidence demonstrating knowledge of current and proposed statutory EYFS documentation and expectations. These tasks will demonstrate that students have been able to analyse and evaluate information gained. Students will have made judgements on the impact the EYFS profile and moderation process. This will form part of the PPDP. - A group presentation on the strengths and weaknesses of the Quality Assurance system of the EYFS Profile, as seen in the EYFS classroom. Peer and feedback will be given. Students will make judgements on their own work and that of others <i>Summative assessment</i> - A 2500 word report and critical analysis of assessment strategies and arrangements in the early years. This should identify key principles and issues regarding the ELGs, based on classroom observation and survey [LO 1-5] [100% weighting]	
14.	Assessment weighting	100% coursework
15.	Learning materials	Core texts Eaude, T. (2011). <i>Thinking through pedagogy for primary and early years</i>. Exeter: Learning Matters. Moyle, J., Georgeson, J., & Payler, J. (2011). <i>Beginning teaching, beginning learning: In early years and primary education</i> (4th ed.). Maidenhead: Open University Press. Recommended texts Bruce, T. (2004). <i>Developing learning in early childhood</i>. London: Sage. Daly, M. et al (2006). <i>Understanding early years theory in practice</i>. Oxford: Heinemann. Dare, A. and O'Donovan, M. (2009). <i>Good practice in caring for young children with special needs</i> (3rd ed.). Cheltenham: Nelson Thornes. Ephgrave, A. (2018) <i>Planning in the Moment with Young Children: A practical guide for practitioners and parents</i>. London: Routledge.

		Macblain, S (2018) <i>Learning Theories for Early Years Practice</i>, London: Sage. Massey, S. L. (2004) Teacher-child Conversation in the Pre-school Classroom. <i>Early Childhood Education</i>, 31, pp. 227-231. Maynard, T. and Thomas, M. (2004) <i>An Introduction to Early Childhood Studies</i>. London: Sage. MacLeod-Brudenell, I. (2004) <i>Advanced Early Years Care & Education</i>. Oxford: Heinemann. Nutbrown, C. et al (2008) <i>Early Childhood Education: History, philosophy and experience</i>. London: Sage. Riley, J. (2006) <i>Language and Literacy 3-7</i>. London: Sage. Roffey, S. and O'Reirdan, T. (2001) <i>Young Children and Classroom Behaviour Needs: Perspectives and strategies</i>. London: David Fulton Publishers. Sahlberg P., Doyle. W. (2019) <i>Let the Children Play: How more play will save our schools and help children thrive</i>. Oxford: University Press. Whitehead, M. (2010). <i>Language and literacy in the early years 0-7</i> (4th ed.) London: Sage.
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JED 511

Principles of Teaching and Learning

1.	Short code	JED 511
2.	Title	Principles of Teaching and Learning
3.	Level	5
4.	Credit points	20
5.	Start term	Term 1 2025-26
6.	Subject	Pedagogy – theories and practice of assessment
7.	Module Leader	Jonathan Bach
8.	Accredited by	N/A
9.	Module restrictions	Pre-requisite JED 422
10.	Aims This module aims to provide an examination of the theories, assessment, and behaviours for teaching & learning.	
11.	Learning outcomes On completion of this module the successful student will be able to: 1. Critically analyse a range of theories as to how to assess learning, demonstrating an awareness of differing pedagogy, contexts and applications of theory.	

	2. Compare, contrast and critique formative and summative assessment theory and its classroom application, using both recent research and observed practice 3. Critically analyse the appropriateness of different approaches to solving classroom issues. 4. Examine and scrutinise school assessment policies, specifically the use of monitoring, assessment and tracking, and how they reflect and relate to assessment theory. 5. Critically analyse the aims of a selection of assessment policies and how they are used to support raising expectations of all pupils, regardless of background or diversities.
12.	Syllabus • The concept and theories of effective assessment. • The role and application of assessment in the classroom. • The evaluation of effective assessment policies. • The application of assessment approaches for a diverse student body.
13.	Learning, teaching and assessment strategy Learning and teaching Lectures will be used to support the theoretical aspects of the syllabus. Seminars and workshops will enable students to demonstrate knowledge and its application to other contexts, such as application of the policy critique to the preparation for the presentation. Students are expected to attend all taught sessions. In addition to taught sessions, students will be expected to: - Complete all core readings - Observe at least one lesson where assessment is a focus and feedback strategies used to assess pupils' knowledge and skills. Note how the information obtained is recorded and monitored in the school. - Obtain and review the school's assessment policy. - Interview the school assessment coordinator having read the schools assessment policy and relate the processes used with the assessment policy. - Consider the extent to which Jewish Studies can/should be assessed and explore any differences between assessment in Jewish Studies and secular lessons. - Attend a seminar during which students will feed back results of their observation and interview with the assessment coordinator to the group - Prepare for the presentation including sharing and comparing two schools' assessment policies. - Write an assessment protocol that can be used in the classroom. Learning will also be supported via asynchronous email discussions focused on formative assessment and the production of the file of evidence. Assessment strategy All assignments within the summative assessment must be passed to pass the module.

	<i>Formative assessment</i> - Students will present a pre-prepared 10 minute paired presentation contrasting 2 different school assessment policies. They will relate this to their theoretical knowledge of assessment. Peer and tutor feedback will be given. <i>Summative assessment</i> - Create an assessment policy which reflects your personal approaches to assessment. Give a rationale which includes references to relevant theories, the strengths and limitations of formative and summative assessment policies, and makes reference to assessment policies accessed from two schools. [LOs 1, 2, 3, 4 and 5] [100% weighting]	
15.	Assessment weighting	100% coursework
18.	Learning materials	Core texts Briggs, M. (Ed.). (2010). <i>Assessment for learning and teaching in primary schools</i> (2nd ed.). Exeter: Learning Matters. Earle, S. (2019). <i>Assessment in the Primary Classroom</i>, London: Sage. Grigg, R. (2011). <i>Becoming an outstanding primary school teacher</i>. Harlow: Longman. Clarke.S (2005) <i>Formative assessment in Action; weaving the elements together</i>. Hodder and Stoughton. Recommended texts Clarke.S. (2014) <i>Outstanding Formative Assessment – Culture and Practice</i> Hodder and Stoughton Hendrick, C., Macpherson, R. and Caviglioli, O. (2017). <i>What Does This Look Like in the Classroom?</i> Woodbridge: John Catt. Kyriacou, C. (1997). <i>Effective Teaching in Schools</i>. 2nd ed. Cheltenham: Stanley Thornes. Jones, K. (2018). <i>Love to Teach</i>. Woodbridge: John Catt.

		McCourt, M. (2019). <i>Teaching for Mastery</i>. Woodbridge: John Catt. Monk, J. and Silman, C. (2011). <i>Active Learning in Primary Classrooms: A case study approach</i>. Harlow: Pearson Education Limited. Moon, J. (2004). <i>A Handbook of Reflective and Experiential Learning</i>. London: Routledge Falmer. Ranson S., Martin, J., Nixon J., & McKeown, P. (1996). 'Towards a Theory of Learning.' <i>British Journal of Educational Studies</i>, 44, 1, 9-26. Richards, G. (2010). <i>Teaching and Learning in Diverse and Inclusive Classrooms for New Teachers</i>. London: Taylor and Francis Limited. Recommended websites William, D. (2014) Formative Assessment and Contingency in the Regulation of Learning Processes. Available at: http://dylanwiliam.org/Dylan_Wiliams_website/Papers_files/Formative%20assessment%20and%20contingency%20in%20the%20regulation%20of%20learning%20processes%20%28AERA%202014%29.docx (Accessed:14 August 2025) Recommended journals <i>Journal of Jewish Education; British Educational Research Journal; British Journal of Education Studies; British Journal of Sociology of Education; Cambridge Journal of Education; Curriculum Journal; Journal of Education Policy; International Journal of Education Policy and Leadership; Religious Education.</i>
19.	Module run	Term 1

JED 601
Jewish Approaches to Learning

1.	Short code	JED 601
2.	Title	Jewish Approaches to Learning
3.	Level	6
4.	Credit points	20
5.	Start term	Term 3 2025-6
6.	Subject	Teaching and Learning
7.	Module Leader	Yolande Pieters
8.	Accredited by	N/A
9.	Module restrictions	
	(a) Pre-requisite	All JED 4 and 5 modules are a pre-requisite
10.	Aims This module aims to help students develop a critical approach to Jewish approaches to learning. Students will evaluate the respective strengths and weaknesses of Jewish approaches to learning through the ages and, critically analysing these approaches in the light of modern methods of learning and teaching. This will enable students to bring a modern approach to the teaching of Jewish Studies while retaining the traditional ethos, highlighting how more traditional methods of learning may continue to be relevant today.	
11.	Learning outcomes: On successful completion of this module the student will be able to: 1. Critically appraise approaches to Jewish learning over the last 2,000 years 2. Evaluate the relative strengths and weaknesses of these approaches within their particular time frame 3. Have a thorough understanding of the relative merits of the <i>chavrutah</i> and <i>chaburah</i> approaches and their application to modern day classrooms. 4. Compare these approaches with modern methods of learning and teaching 5. Explain and evaluate their own approach to Jewish learning and the extent to which this complements modern approaches, yet synthesises these with traditional approaches	
12.	Syllabus In this module, students will: • Study the origins of <i>chavrutah</i> learning (partner learning with someone of a similar ability to analyse, discuss and debate a shared text through sources) and <i>chaburah</i> learning (a study group of more than two people) drawing on Jewish textual sources where relevant. Compare and contrast Jewish approaches to learning and outline their historical routes and evolution to the modern day. • Examine modern approaches to learning referring to relevant research, including the modern iterations of <i>chavrutah</i> and <i>chaburah</i> learning, as well as approaches to learning practices in other cultures.	
13.	Learning, teaching and assessment strategy	

	Learning and teaching: There will be an introductory lecture before students are taught in seminar format to allow for the trial and demonstration of several Jewish approaches to learning. Seminars will enable the facilitation of presentations where students can lead sessions of study using a traditional approach. Students are expected to attend all taught sessions. In addition to taught sessions, students will be expected to: - Complete all core readings - Students will attend a more traditional school-based learning programme to observe how methods such as <i>chavrutah</i> and <i>chaburah</i> are used - Students will observe a lesson in their own school and compare and contrast with what they saw - In their schools, students will analyse lesson plans of both Jewish and non-Jewish lessons that show different approaches to learning - Students will attend a seminar and discuss the advantages and disadvantages of different approaches to Jewish learning and how these compare with other conventional learning approaches. Students will and develop their own teaching philosophy for Jewish Studies with reference to specific strategies - Students will prepare for their individual presentations Learning will also be supported via asynchronous email discussions focused on formative assessment and the production of the file of evidence. Assessment Strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative Assessment</i> • Directed tasks will create a file of evidence to demonstrate research undertaken and knowledge gained of the range of Jewish learning techniques over time. Students will each lead a short presentation using a traditional approach to learning in order to facilitate a learning experience from the group. Peer and tutor feedback will be given. <i>Summative Assessment</i> • Written essay - 2500 words) in which the students will formulate a rationale for using Jewish approaches to learning in the 21st century, whilst ensuring they are relevant to today's world. Students should use examples of traditional Jewish approaches to learning, outline their use over time, and explain how they would modify and utilise them today. Use your knowledge of <i>chavruta</i> and <i>chabura</i>. [LO 1,2,3,4 & 5] [100% weighting]
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14.	Assessment weighting	100% coursework
15.	Learning materials	Core texts Ferziger, A.S. (2015) <i>Beyond Sectarianism: The Realignment of American Orthodox Judaism</i>, Wayne State University Press Unterman, Y. (2009) <i>Nehama Leibowitz: Teacher and Bible Scholar (Modern Jewish Lives)</i>, Urim Recommended texts Amkraut, B. (2011) Technology: The digital revolution that is shaping Twenty-First Century Jewish Education – a fleeting snapshot in H. Miller, L. Grant, & A. Pomson (Eds.), <i>International Handbook of Jewish Education</i> (pp. 597-614). Dordrecht: Springer. Blatchford, R. (2018). <i>Success is a Journey</i>. Woodbridge: John Catt Educational Ltd. Blau, Y. (ed.). (2006). <i>Lomdus: The conceptual approach to Jewish learning</i>. New York: Ktav. Bryfman, D. (2011) Experiential Jewish Education: Reaching the Tipping Point in H. Miller, L. Grant, & A. Pomson (Eds.), <i>International Handbook of Jewish Education</i> (pp. 767-784). Dordrecht: Springer. Chazan. B. (2003) The philosophy of informal Jewish education. Infed. Available from: http://www.infed.org/informaljewisheducation/informal_jewish_education.htm. (Accessed: 14 August 2025) Elon, M. (2003) <i>Jewish Law: History, Sources and Principles – HaMishpat Halvri</i>, New York:JPS. Fisher, R (2005) <i>Teaching Children to Learn</i> (pp. 91 – 107). Cheltenham: Nelson Thames. Garber, Z. (ed.) (2000). <i>Academic Approaches to Teaching Jewish Studies</i>. Lanham: University Press of America. Heilman, S.C. (2006) <i>Sliding to the Right: The contest for the future of American Jewish orthodoxy</i>. University of California Press. Holzer, E. and Kent, O (2011) Havruta: What Do We Know and What Can We Hope to Learn from Studying in Havruta? in Miller, H., Grant, L. and

		Pomson, A. (eds.), <i>International Handbook of Jewish Education</i>. Dordrecht: Springer, pp. 407-417. Levenson, A.T. (2011) <i>The Making of the Modern Jewish Bible: How scholars in Germany, Israel and America Transformed an Ancient Text</i>. Rowman & Littlefield. Morgan, N. (2017). <i>Taught Not Caught</i>. Woodbridge: John Catt Muijs, D and Reynolds, D (2011) <i>Effective Teaching, Evidence and Practice</i> (3rd ed), London: Sage., (pp. 64 – 76). Parry-Slater, M. (2021) <i>The Learning and Development Handbook</i>, New York: Kogan Page Shargel, R. (2019) Havruta Goes to University: Havruta Text Study in a College Education Class. <i>Journal of Jewish Education</i>, 85(1) pp 4-26. Sherrington, T. and Caviglioli, O. (2017). <i>The Learning Rainforest Fieldbook</i>. Woodbridge: John Catt
16.	Module run	Term 2/3

JED 603

Inclusion in the Jewish Studies Classroom

1.	Short code	JED 603
2.	Title	Inclusion in the Jewish Studies classroom
3.	Level	6
4.	Credit points	20
5.	Start term	Term 1 2025-6
6.	Subject	Inclusion
7.	Module Leader	Nicky Weisfeld
8.	Accredited by	N/A
9.	Module restrictions	
	(a) Pre-requisite	All JED 4 and 5 modules are a pre-requisite
10.	Aims	This module aims to investigate children's rights through a range of lenses. It will promote an understanding of current research in the area of inclusive practice including socio-economic, gender, cultural and equality issues. The module will enable students to recognise the importance of inclusive practice, through an understanding of rights and responsibilities.

11.	Learning outcomes On successful completion of this module the student will be able to: 1. Critically analyse current inclusive practice in a Jewish school 2. Outline and assess current research in the area of inclusive practice 3. Evaluate the importance of reviewing practice across the curriculum, particularly in Jewish schools and settings to ensure that they are fully inclusive 4. Assess the extent to which the rights of children in Jewish studies classes and settings are being promoted 5. Evaluate a selected issue related to inclusion and formulate a response
12.	Syllabus • Students will review the principles and complexity of inclusive practice and consider these in the context of recent legislation • Students will consider recent legislation • Students will review case studies in order to discuss current challenges around inclusion in a Jewish Studies context and Jewish school context • Students will be encouraged to critically evaluate their own experience in school related to inclusion and create strategies to address inclusion issues in their future career
13.	Learning, teaching and assessment strategy Learning and Teaching In addition to taught sessions, students will be expected to: - Complete all core readings - Interview an appropriate senior manager about how the rights and responsibilities of pupils are promoted in a Jewish Studies classroom and in a Jewish school - Using observations and discussions with relevant staff, research in more depth an inclusion issue in Jewish Studies - Attend a seminar during which students will feed back results of their research and work together to prepare a group presentation about inclusion issues. - Students will use a range of collaborative skills and present themselves professionally and confidently and critically engage with their peers. Assessment Strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative Assessment</i> • Individual presentation – students will produce a case study about an issue of inclusion in a Jewish setting. The groups will present the case

	study and will theorise as to how children's rights are affected when there are issues around inclusion. <i>Summative Assessment</i> Students will submit a 2500 word essay. They will formulate a definition of inclusion from the theories and issues studied. Students will then evaluate a selected issue around inclusion and, based on theory and building on prior knowledge, will recommend a school or community-based approach to resolving the issue. [LO 1-5] [weighting 100%]	
14.	Assessment weighting	100% coursework
15.	Learning materials	Core texts Atherton, H. and Crickmore, C. (Eds) (2011) <i>Learning disabilities: Toward inclusion 6TH edition</i>. London: Churchill-Livingstone. OR you may wish to purchase an earlier edition of this textbook; Gates, B. (Ed.) (2002). <i>Learning disabilities: Toward inclusion</i>. London: Churchill-Livingstone. Harris, N. (2020) <i>Education, Law and Diversity: Schooling for one and all?</i> Oxford: Hart Publishing Ltd. (2nd ed.). Knowles, G., (2010) <i>Supporting Inclusive Practice</i>. London: David Fulton Books. Schuelka, M.J., Johnstone, C. J., Thomas, G. and Artiles, A. J. (Eds.) (2019) <i>The SAGE Handbook of Inclusion and Diversity in Education</i>. London: SAGE Publications: 2019 Thompson, R. (2019). <i>Education, Inequality and Social Class: Expansion and stratification in educational opportunity</i>. Oxon: Routledge. Recommended texts Ainscow, M., Booth, T. and Dyson, A. (2006) <i>Improving Schools, developing</i> . Arthur, J. and Davies, I. (Eds.) (2010). <i>The Routledge education studies reader</i> (Diversity section). London: Routledge.

		Banks, J. A. and McGee Banks, C. A. (2013). <i>Multicultural education: Issues and perspectives</i>, 8th edition. Wiley e-text. Goepel, J. et al (2014). <i>Inclusive primary teaching: A critical approach to equality and special educational needs</i>. Northwich: Critical Publishing Ltd. Gurian, M (2010) <i>Boys and Girls Learn Differently</i>. Jossey Bass. Hollinsley, J. (2018). <i>An educator's guide to mental health and wellbeing in schools</i>. Woodbridge: John Catt Mittler, P. (2012) <i>Working Towards Inclusive Education</i>. London: Routledge Morgan, P. and Lawton, C. (2007), <i>Ethical Issues in Six Religious Traditions</i>. Edinburgh: Edinburgh University Press Rycroft-Smith, A., Rycroft-Smith, L., & Andre, G. (2020) <i>The Equal Classroom: Life-changing thinking about gender</i>. Oxon: Routledge. Sacks, J. (2012) <i>The Great Partnership: G-d, science and the search for meaning</i>. London: Hodder. Tayler, K., & Price, D. (2016) <i>Gender Diversity and Inclusion in Early Years Education</i>. Oxon: Routledge. <i>The Equalities Act (2010)</i>. The National Archives. https://www.equalityhumanrights.com/en/equality-act/equality-act-2010 (Accessed: 14 August 2025)
16.	Module run	Term 1

JED 604

Beyond the Classroom Door: The Ethos of the Jewish School

1.	Short code	JED 604
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2.	Title	Beyond the Classroom Door: the ethos of the Jewish School
3.	Level	6
4.	Credit points	10
5.	Start term	Term 1 2025-6
6.	Subject	Professional Practice
7.	Module Leader	Jonathan Bach
8.	Accredited by	N/A
9.	Module restrictions	NA
	(a) Pre-requisite	All JED 4 and 5 modules are a pre-requisite
10.	Aims This module aims to consider the professional practice of a Jewish studies teacher in terms of the wider contribution they make to delivering the ethos and helping to realise the vision of the school. Students will evaluate theory around the organisation structures of a faith school, and, what pastoral roles schools offer and who fulfils them.	
11.	Learning outcomes On successful completion of this module the student will be able to: 1. Provide a critical outline of roles, wider duties and responsibilities of a professional practitioner in a Jewish school setting and other types of school, e.g. religious and non-denominational state maintained schools, Academies and Free Schools. 2. Evaluate and make judgements on different pastoral and organisational approaches seen in Jewish and other schools and assess their relative merits and the impact that they may have on the stakeholders of the school. 3. Critically appraise their own work with specific reference to key professional responsibilities.	
12.	Syllabus • The professional duties of the teacher with respect to the national expectations (e.g. teaching standards, professional bodies.) • The interaction of the pastoral provision of a school with the curriculum delivery and the impact of this on the professional working of a teacher. An awareness of the added spiritual, moral, social and cultural (SMSC) dimension in which a Jewish Studies teacher is likely to be involved including the citizenship curriculum. • The interaction between the SMSC policy and the Jewish Studies policy. • An understanding of the organisational structure of effective schools and its impact on pupil identity and also, the pastoral life of the school, discipline and conflict resolution.	
13.	Learning, teaching and assessment strategy Learning and Teaching Students will be taught in interactive resources.	

	Seminars will facilitate presentations enabling peer and tutor feedback and tutorials will be offered. Students are expected to attend all taught sessions. In addition to taught sessions, students will be expected to: - Complete all core readings - Research the roles and responsibilities including job descriptions of a Jewish Studies teacher and relate it to the national Teachers Standards - Research the roles and responsibilities including job descriptions of the school's pastoral leader and relate it to the national Teachers Standards and the school's policies on Jewish Studies and/or social, moral, spiritual and cultural education. - Attend a seminar during which students will feed back results of their research and work together to prepare their paired presentation Learning will also be supported via asynchronous email discussions focused on formative assessment and the production of the file of evidence. Assessment Strategy All assignments within the summative assessment must be passed to pass the module. Formative Assessment • Students will work in pairs and critique two Jewish Studies departmental policies or two social, moral, spiritual, cultural policies. Students to deliver paired presentations on their critique and then answer the question 'What professional responsibilities does this policy place on models used in a school or on the impact that a Jewish Studies teacher can have in delivering the spiritual, moral social and cultural development of pupils?' This will form part of the PPDP. Summative Assessment • A 1500 word essay: "Teachers can have a significant impact on the SMSC and pastoral development of pupils. Discuss with reference to the vision and ethos of the school". [LO 1-3] [weighting 100%]		
14.	<table border="1"> <tr> <td>Assessment weighting</td> <td>100% coursework</td> </tr> </table>	Assessment weighting	100% coursework
Assessment weighting	100% coursework		
15.	<table border="1"> <tr> <td>Learning materials</td> <td> Core texts: De-Finizio, A. (2022) <i>A Head Full of Ethos</i>, New York: Crown House Gootman, M. E. (2008). <i>The caring teacher's guide to discipline: Helping students learn self-control, responsibility, and respect</i>. </td> </tr> </table>	Learning materials	Core texts: De-Finizio, A. (2022) <i>A Head Full of Ethos</i>, New York: Crown House Gootman, M. E. (2008). <i>The caring teacher's guide to discipline: Helping students learn self-control, responsibility, and respect</i>.
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		Thousand Oaks: Corwin Press, Inc. (Sage Publications). Hargreaves, L. and Moyle, J. (1998). <i>The Primary Curriculum: Learning from international perspectives</i>. London: Routledge. Recommended texts: Cooper, H. (2011). <i>Professional studies in primary education</i>. Thousand Oaks: Sage Publications Ltd. Blatchford, R. (2014). <i>Taking forward the primary curriculum: Applying the 2014 National Curriculum for KS1 and KS2</i>. Woodbridge: John Catt Educational Ltd. Gill, S. and Buck, A. (2018). <i>Successful difficult conversations in school</i>. Woodbridge: John Catt. Steward, J. and McMillan, K. (2018). <i>Sustaining resilience for leadership</i>. Woodbridge: John Catt. Recommended websites: What is Pastoral Care and Support in Schools? (schoolsandacademiesshow.co.uk) (Accessed: 14 August 2025) Pastoral care: a whole-school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners BERA (Accessed: 14 August 2025)
16.	Module run	Term 1

JED 605 Individual Research Module

1.	Short code	JED 605
2.	Title	Individual Research Module
3.	Level	6
4.	Credit points	40
5.	Start term	Terms 1-3 2025-6

6.	Subject	Research module
7.	Module Leader	Yolande Pieters
8.	Accredited by	N/A
9.	Module restrictions	
	(a) Pre-requisite	JED 504
10.	Aims This module aims to enable the student to conduct a systematic inquiry in order to describe, explain and predict the observed educational issue and to draw conclusions from these observations. This will support and identify possible areas for future research for students wishing to continue with further academic professional development and school-based studies.	
11.	Learning outcomes On successful completion of this module the student will be able to: 1. Compare and contrast different forms of research design including action research, and explain their preferred research design and their rationale for it. 2. Construct and conduct research of a qualitative/quantitative/empirical nature, with a clearly defined title/hypothesis and outcomes. 3. Understand the need for an ethically responsible research project that meets the school's and BERA ethical guidelines. 4. Present their evaluative research in a written, professional, academic context, with universally accepted layout, referencing and bibliography conventions. 5. Analyse, review, present and synthesise relevant research literature and critically explain the essence of their research orally and in writing to others and be open to academic challenge from their tutors and peers. 6. Analyse and critically evaluate data and evidence from a range of sources. 7. Demonstrate effective professional communication skills in presenting ideas to peers and tutors. 8. Extend their skills in research, management of data, and presentation of findings.	
12.	Syllabus • Students will be expected to read about different research types, e.g. action, explorative or analytical research, and will be challenged to draft their own qualitative/quantitative research using an appropriate research design. • It is expected that students will focus on an aspect of their learning/interest and write, conduct and present their research to others, preparing them with the knowledge and skills to conduct further research at Masters level in the future, if desired.	
13.	Learning, teaching and assessment strategy Students will be given a refresher lecture on research methodology. Seminar and tutorials will provide students with the appropriate support to ensure that students are clear on whom to consult about their research.	

	Students are expected to attend all taught sessions. In addition to taught sessions, students will be expected to: - Complete all core readings. - Investigate their chosen research area in their school and prepare an outline research design to discuss with both their tutor and the relevant school senior manager. - Conduct appropriate research in a school setting. - Analyse and evaluate data. - Attend a seminar during which students will feed back initial results of their research and work together to analyse, criticise and defend their findings. - Discuss their initial findings with a relevant school senior manager and discuss next steps. - Attend a seminar during which students will present the results of their research, link it to relevant research and receive feedback and guidance to support their final research report. - This module is based on the production of a piece of independent and personal research, with some input from tutors on research methods and design. Assessment Strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative Assessment</i> • A 15minute presentation of the aims, research questions, indicative literature, methodology and intended outcomes of their own study. This feeds into the individual research project. Presented to peers and tutor – assessed by peers and tutor. • Formative assessment will also take the form of tutorials, during which students will be able to demonstrate how they are progressing with their research and receive feedback and guidance from tutors and peers where appropriate. <i>Summative Assessments</i> • 1000 words Research proposal, indicating research questions, hypothesis, literature, methodology. [LO1-2] [10% weighting] • 8500 words individual research project. [LO1-8] [90% weighting]	
14.	Assessment weighting	100% coursework
15.	Learning materials	Core texts

		Cohen, L., Manion, L and Morrison, K. (2018) <i>Research Methods in Education</i>. 8th edn. Oxon: Routledge. Glenn, M., Sullivan, B., Roche, M., McDonagh, C. (2023) <i>Action Research for the Classroom</i>, New York: Routledge Saunders. S. (2005) <i>How to Do Research in Your School</i>. London: Sage. Thomas G., (2013) <i>How to Do Your Research Project</i>. London: Sage. Recommended texts Clark, A. et al (2014) <i>Understanding Research with Children and Young People</i>. London: Sage. Denscombe, M. (1999) <i>The Good Research Guide</i>. Buckingham: Open University Press. Firth, C. (2020) <i>The Teachers' Guide to Research</i>. Oxon: Routledge. Kirkwood, M. and Christie, D. (2006) The Role of Teacher Research in Continuing Professional Development. <i>British Journal of Educational Studies</i>, 54 (4) pp. 29-448. Miller, C. (2016) <i>A Practical Guide to Classroom Research</i>. New York: Taylor & Francis. Northedge, A. (2005) <i>The Good Study Guide</i>. Milton Keynes: Open University. Pallant, J. (2013) <i>SPSS survival manual</i> (5th ed.). Buckingham: Open University Press.
16.	Module run	Term 1/2/3

JED 606
Jewish History 2

1.	Short code	JED 606
2.	Title	Jewish History 2

3.	Level	6
4.	Credit points	20
5.	Start term	TBC
6.	Subject	Jewish History
7.	Module Leader	Rabbi Dr Raphael Zarum
8.	Accredited by	N/A
9.	Module restrictions	
	(a) Pre-requisite	JED 506
10.	Aims The module aims to investigate links between the teaching of Jewish History and theories of teaching of history in state schools, including the current curriculum debate about history in the New National Curriculum. It will contrast the periods of the First and Second Temples and look at the emergence of Rabbinic Judaism in the aftermath of the destruction of the Second Temple. The module will examine how the emergence of Rabbinic Judaism is a key to understanding modern Judaism and explore the ways in which Rabbinic Judaism adapted to new circumstances combining continuity and innovation. •	
11.	Learning outcomes On successful completion of this module the student will be able to: 1. Critically appraise the new National Curriculum for History 2. Consider the implications for the teaching of Jewish History 3. Synthesise knowledge and understanding of key developments in post-Biblical Jewish History 4. Discuss the significance of the emergence of Rabbinic Judaism 5. Consider the links between Rabbinic Judaism and different manifestations of Judaism in the modern period	
12.	Syllabus Drawing on the historical methodologies studied in 506, this module will explore: • The development of the Mishnah, Midrash and Talmud. • The periods of the First and Second Temples; the emergence of Rabbinic Judaism. • The social structures and tensions within rabbinic society. • The impact of the political and social conditions on the development of the Babylonian and Jerusalem Talmud. After exploring these historical developments, students will examine the new National Curriculum for history and explore its impact on the teaching of Jewish History. Students will consider the presentation of Jewish History within UK museums and the potential contribution of museums to the teaching of UK Jewish History.	
13.	Learning, teaching and assessment strategy Learning and Teaching Students will have taught lectures in order to develop their understanding. Seminars will support the completion of the directed tasks. Directed tasks will result in the development of a file of evidence demonstrating knowledge of	

	Jewish History. These tasks will demonstrate that students have been able to analyse and evaluate information gained. Students are expected to attend all taught sessions. In addition to taught sessions, students will be expected to: - Complete all core readings - Interview the subject leader or the teacher in charge of history/humanities in the school and interview them about their approach to teaching history, the impact of the new national curriculum and its implications for their school. - Collect and analyse sample plans from school - Attend a seminar to present feedback on school-based conversations and document collection. Students should discuss opportunities for teaching Jewish history integrated with national curriculum history - Observe at least one history OR Jewish History lesson and record any examples of challenging questions - Attend a guided tour of a museum and explore looking at exhibits from a Jewish perspective - As a post-visit task, students will predict difficult questions that pupils may ask. - Attend a second seminar on how to deal with challenging questions children ask in the Jewish Studies context - Contribute to the LSJS question project (in development) by posting examples of challenging questions with suggested answers - Students can also suggest answers to each other's questions and post responses before and after the second seminar on the area Learning will also be supported via asynchronous email discussions focused on formative assessment and the production of the file of evidence. Assessment Strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative Assessment</i> • Directed tasks will create a file of evidence, demonstrating knowledge of Jewish History in this module. These tasks will show that students have been able to analyse and evaluate information gained. Students will be expected to use this information to create a 10-15 minute oral presentation. This will either be on a comparison of the periods of the First and Second Temples, or the extent to which Rabbinic Judaism arose as a direct response to the destruction of the Second Temple. This will form part of the PPDP. Peer feedback. <i>Summative Assessment</i> • Create a curriculum map for a Jewish History unit and provide an analytical rationale [1000 words]
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	[LO1, 2] [weighting 30%] •]In a 2000 word essay, consider a challenging issue students could raise in contemporary classrooms, and draw on your knowledge of post-Biblical history to construct an appropriate response. [LO 3 - 5] [weighting 70%]	
14.	Assessment weighting	100% coursework
15.	Learning materials	Core Texts Cooper, H. (ed) (2013) <i>Teaching History Creatively</i>. Abingdon: Routledge Eisen, A. M. (1998). <i>Rethinking modern Judaism: Ritual, commandment, community</i>. Chicago: University of Chicago Press. Recommended texts DfE (2014) <i>The National Curriculum</i>, QCA London Grabbe, L. (1996). <i>An introduction to first century Judaism: Jewish religion and history in the Second Temple period</i>. London: Continuum. Katz, M. (2000). <i>Understanding Judaism: A basic guide to Jewish faith, history, and practice</i>. Brooklyn: Mesorah.
16.	Module run	Term 2

JED 608
Teaching Jewish Literacy 2

1.	Short code	JED 608
2.	Title	Teaching Jewish Literacy 2
3.	Level	6
4.	Credit points	20
5.	Start term	Term 2 2025-6
6.	Subject	Jewish Literacy
7.	Module Leader	Dr. Alan Shaw
8.	Accredited by	N/A
9.	Module restrictions	
	(a) Pre-requisite	All JED 4 and 5 modules area are a pre-requisite
10.	Aims This module aims to help students develop a critical understanding of the role, structure and nature of prayer in Jewish life, including the purpose of prayer and spiritual development in Jewish thought and the tension between set and spontaneous prayer. The module will help prepare Jewish educators for the responsibility of leading / facilitating and teaching prayer.	
11.	Learning outcomes On successful completion of this module the student will be able to: 1. Discuss the core concepts found within Jewish prayer, including names of God, the <i>minyan</i>, concepts of <i>kavannah</i> and <i>brachah</i> 2. Explain the backgrounds and sources of prayer. 3. Compare and contrast the structure and features of Jewish daily, weekly and festival services and prayers. 4. Critically evaluate the role of prayer among other factors in the development of spirituality in children. 5. Outline and discuss the philosophy and importance of prayer and spirituality in Jewish schools.	
12.	Syllabus • Core concepts found within Jewish prayer: the <i>minyan</i> (quorum required for prayer), concepts of <i>kavannah</i> (intention or direction of the heart in prayer) and <i>brachah</i> (blessing). • The structure, main features, backgrounds, sources and meanings of Jewish daily, weekly and festival services and prayers. • Development of spirituality in children.	
13.	Learning, teaching and assessment strategy Learning and Teaching: Students are expected to attend all taught sessions. In addition to taught sessions, students will be expected to:	

	- Complete all core readings. - Observe at least one assembly and class prayer session in the school and analyse how this supports developing spirituality in the school. - Interview either the Head of Jewish Studies and/or the principal to discuss the importance of prayer in the school. - Attend a seminar during which students will feed back initial results of their observations and interviews, and evaluate its impact on developing spirituality in schools research and analysis of lesson plans. - Prepare for their presentation. Learning will be supported through resources and seminars and will include a range of approaches to learning, e.g. directed tasks. Assessment Strategy All assignments within the summative assessment must be passed to pass the module. Formative Assessment • Directed tasks will lead to the development of a file of evidence. These tasks will demonstrate that students have been able to analyse and evaluate information gained and will have made analytical comparisons on the structure and background to Jewish prayer and the development of spirituality in children. Seminars will enable students to demonstrate knowledge and its application to other contexts. • 10-15 minute presentation on one aspect of the role of prayer and spiritual development in children. Peer and tutor feedback. Summative Assessment • 2500 word essay on the role of prayer and development of spirituality in children, using examples and critical analysis of classroom practice. [LO 1-5] [Weighting 100%]	
14.	Assessment weighting	100% Coursework
15.	Learning materials	Core texts Cohen, C. (2002) 'Poetry and Prayer: The "V'Ahavta"', in Goodman, R.L. and Blumberg, S. (eds.), <i>Teaching about God and Spirituality</i>. Denver: Behrman House, pp. 344-7. Goodman, R. L (2002). God and Spirituality in Prayer and Praying, in Goodman, R.L. and Blumberg, S. (eds.),

	<i>Teaching about God and Spirituality</i>, Denver: Behrman House, pp. 195-203. Hoffman, L.A. (ed.) (1998), <i>My People's Prayer Book: Vol. 2: The Amidah</i>, Woodstock: VT, especially pp. 1-42. Idelsohn, A.Z. (2012) <i>Jewish Liturgy and its Development</i>. New York: Dover Books. Sacks, J. (2006) Introduction: Understanding Jewish Prayer, in <i>The Authorised Daily Prayer Book with New Translation and Commentary</i> ('the new Singers'). London: Collins pp. xi-xxiii. Wachs, S, (2013) <i>Towards a Theory of Practice: Conducting Services for and with Children and Teens in Jewish Day Schools</i>, available at: Recommended texts Elbogen, I. (1999) (trans. by Raymond P. Scheindlin), <i>Jewish Liturgy: A Comprehensive History</i>. Philadelphia: Jewish Publication Society. Hammer, R. (1990) <i>Entering Jewish Prayer</i>. New York: Schocken Books. Heschel, A.J. (1954) <i>Man's Quest for God</i>. Reprint, Santa Fe, New Mexico: Aurora Press, 1998. Greenberg, M. (1983) <i>Biblical Prose Prayer as a Window to the Popular Religion of Ancient Israel</i>. California: University of California Press. Greenberg, S. (ed.) (1989) <i>A Treasury of Thoughts on Jewish Prayer</i>. Northvale: Jason Aronson Harlow, J. (2003) <i>Pray Tell: A Hadassah Guide to Jewish Prayer</i>. New York: Jewish Lights Publishing. Kadish, S. (1997) <i>Kavvana</i>. Northvale: Jason Aronson. Lawrence A. Hoffman (ed.) (1997) <i>My People's Prayer Book: Vol. 1: The Sh'ma and Its Blessings</i>. Vermont: Jewish Lights Publishing. Lookstein https://www.lookstein.org/resources/jewish-spirituality/ (Accessed: 14 August 2025)
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		Hoffman, L. (2001) (ed.), <i>My People's Prayer Book: Vol. 5: Birkhot Hashachar</i>. Vermont: Jewish Lights Publishing. Kaplan, A. (1985) <i>Jewish Meditation</i>. New York: Schocken Books. Kirzner, Y., Aiken, L. (2003) <i>The Art of Jewish Prayer</i>. New York: Judaica Press. Munk, E (1988) <i>World of Prayer</i>. New York: Feldheim. Rainey, A. <i>Arguing with God: A Jewish Tradition</i>. (1990) Maryland: Rowman & Littlefield. Sarna, N. (1993) <i>On the Book of Psalms: Exploring the Prayers of Ancient Israel</i>, New York: Schocken, [original title: Songs of the Heart: An Introduction to the Book of Psalms]. Schwab, S. (2001) <i>Insights to Prayer: An explanation of the week day prayers and selections on the Pesach Haggadah</i>. New York: Mesorah Publications Ltd.
16.	Module run	Term 2

JED 609

Resourcing the Jewish Studies Classroom

1.	Short code	JED 609
2.	Title	Resourcing the Jewish Studies Classroom
3.	Level	6
4.	Credit points	10
5.	Start term	Term 3 2025-6
6.	Subject	Resourcing the Jewish Studies Classroom
7.	Module Leader	Esther Cohen
8.	Accredited by	N/A
9.	Module restrictions	
	(a) Pre-requisite	All JED 4 and 5 modules are a pre-requisite
10.	Aims	This module aims to investigate creative resourcing possibilities in the Jewish Studies classroom at all levels and evaluate how important and effective they can be. Students will investigate current resources available in a range of

	different formats, enhancing their ability to deliver a more personalised approach to learning and to ensure are current, creative and engaging, supporting the LOs in their classrooms.
11.	Learning outcomes On successful completion of this module the student will be able to: 1. Critically review resources for Jewish Studies teaching from various institutions and critically analyse the respective advantages and disadvantages of these resources. 2. Evaluate a range of resources and make judgements and recommendations for their use in teaching and learning at appropriate age levels. 3. Create and source high quality resources for the Jewish Studies classroom and evaluate their relative application and potential effectiveness.
12.	Syllabus • Investigate current resources already available for schools. • Review multi-sensory resourcing as a means of effective teaching and learning strategies. • Make reasoned professional judgements about the use of resources in a variety of educational contexts. • Create a resource or a set of resources for use in a Jewish Studies subject area.
13.	Learning, teaching and assessment strategy Learning and teaching Students will be expected to: - Complete all core readings. - Observe one lesson and evaluate how a specific resource is used in the classroom. - Research a number of resources that could be used in Jewish Studies classrooms, discuss their use in the classroom and relate them to research evidence of effective resources in the classroom. - Create, use and evaluate a resource, and explain the rationale for its use with pupils. - Students will share their analysis of resources investigated, including internet resources and make recommendations for classroom use. - The final session will include presentations of created resources. Assessment Strategy All assignments within the summative assessment must be passed to pass the module. <i>Formative Assessment</i>

	• Research and evaluate a resource used in the classroom showing how it impacts on children’s progress in learning and supports teaching. • A presentation demonstrating and critically evaluating creative resources, making relevant links to progression in learning and resource effectiveness. <i>Summative Assessment</i> Students will submit a 1500 words critical evaluation of two resources, one of which is available and one of which has been created by the student. They may select a focus that is of particular interest to them and discuss its significance. Students will be required to support their analysis with appropriate references to literature and illustrative examples for their experience. Include an appendix which contains the full details of the resources discussed in the essay. [LO 1-3] [Weighting 100%] [LO 1-3] [Weighting 100%]	
14.	Assessment weighting	Coursework – 100%
15.	Learning materials	Core texts Jones, K. (2018) <i>Love to Teach: Research and resources for every classroom</i>. Suffolk: John Catt. McAleavy, T. (2012). Exploring different approaches to teaching primary maths. Available at: http://www.theguardian.com/teacher-network/2012/jul/20 (Accessed: 14 August 2025) Recommended texts Best, B., Thomas, W. (2008), <i>The Creative Teaching and Learning Resource Book</i>. London: Bloomsbury. Fredericks, A. D. (2005). <i>Textbooks: Advantages and disadvantages</i>. Teacher Vision. Available at: http://www.teachervision.fen.com/curriculum-planning/new-teacher/48347.html?page=1. (Accessed: 14 August 2025) Provenzo, E. F., Brett, A., & McCloskey, G. N. (1999). <i>Computers, curriculum, and cultural change</i>. Mahwah, NJ: Lawrence Erlbaum Associates.

		Jones, K. (2019) <i>Retrieval Practice: Research and resources for every classroom</i>. Suffolk: John Catt. Sarig, R., & Dardashti, D. (2005). <i>The Jewish Lights Book of Fun Classroom Activities: Simple and seasonal projects for teachers and students</i>. Woodstock, VT: Jewish Lights Publishing. Talboys, G. K. (2010) <i>Using Museums as an Educational Resource</i>. Oxon: Routledge. Technology counts 2013: Building the digital district (2013). Education Week. Available at: http://www.edweek.org/ew/toc/2013/03/14 (Accessed: 14 August 2025)
16.	Module run	Term 2

JED 610
Early Years Education in the Jewish School

1.	Short code	JED 610
2.	Title	Early Years Education in the Jewish School
3.	Level	6
4.	Credit points	20
5.	Start term	TBC
6.	Subject	Early Years
7.	Module Leader	Jillian Dunstan
8.	Accredited by	N/A
9.	Module restrictions	
	(a) Pre-requisite	JED 510
10.	Aims This module aims to outline and evaluate statutory features of early years provision and apply these to a Jewish educational context whilst developing an awareness of the roles and responsibilities of being an early years practitioner in a Jewish school. Students will be able to develop an understanding of the importance of Early Years education.	

11.	Learning outcomes On completion of this module the successful student will be able to: 1. Evaluate statutory early years' requirements and integrate these within a Jewish Studies programme. 2. Identify and assess any challenges early years policy and requirements might pose to a Jewish school or setting. 3. Outline and evaluate how early learning is conceptualised 4. Discuss what might be included in an Early Years Jewish Studies programme and how this may vary depending on the school context. 5. Evaluate the impact of different Jewish Studies programmes on early years provision from both the pupils' and school's perspective.
12.	Syllabus • Early years policy and requirements. • Impacts of early years policy and requirements on key stakeholders, e.g. students, parents and schools • Early years provision within a Jewish educational context.
13.	Learning, teaching and assessment strategy Learning and teaching: Learning will be supported through resources and seminars and will include a range of approaches to learning, e.g. directed tasks. Seminars will support the completion of the directed tasks. Directed tasks will result in the development of a file of evidence demonstrating knowledge of Jewish History. These tasks will show that students have been able to analyse and evaluate information gained. Students are expected to attend all taught sessions. In addition to taught sessions, students will be expected to: - Complete all core readings - Observe at least one high quality early years lesson which has a Jewish Studies focus and feedback strategies used to develop pupils' knowledge and skills in this area - Observe at least one high quality early years lesson which has a Jewish Studies focus and focus on progression in the lesson and how the lesson fits into a medium-term teaching plan - Attend a seminar during which students will feed back initial results of their observations focussing on progression continuity and transition - Prepare for their presentation Assessment Strategy All assignments within the summative assessment must be passed to pass the module.

	<i>Formative Assessment</i> - Directed tasks will create a file of evidence knowledge of the impact of a Jewish Studies programme on the EYFS provision. These tasks will demonstrate that students have been able to analyse and evaluate key issues regarding early years curricula and multi-professionalism. Students will make judgements on impact and whether this is influenced by the style and content of what the Jewish Studies programme provides in different settings. This will form part of the PPDP. 10 minute presentation to peers and tutor to present the findings of their survey on the theme of progression, continuity and transition and to express the judgements made – assessment by peers and tutor. <i>Summative Assessment</i> - Students will submit a portfolio containing briefing notes and evidence of key principles of early years education in Jewish schools and show a clear understanding of the role of Jewish Studies in the early years. Theoretical explanations should be linked to a discussion of the ways in which Jewish education supports, extends and enriches learning in early years settings. 1500 words [LO 1,2,3] [Weighting 50%] 1500 word report based on a survey to critically evaluate the impact of different Jewish Studies programmes on early years provision from both the pupils' and school's perspective. The report should address issues of progression, continuity and transition with reference to relevant theoretical ideas, research findings, and official documents. It should include judgements on strengths, weaknesses and transferability to other contexts. [LO1-5] [Weighting 50%]	
14.	Assessment weighting	100% coursework
15.	Learning materials	Core texts Bruce, T. (2004) <i>Developing Learning in Early Childhood</i>. London: Sage. Daly, M. et al. (2006) <i>Understanding Early Years Theory in Practice</i>. Oxford: Heinemann. Recommended texts Clark, A. et al. (2005) <i>Beyond Listening: children's perspectives on early childhood services</i>. Bristol: Policy Press. Daly, M. et al (2009) <i>Early Years Management in Practice: A handbook for</i>

	<i>early years managers</i> (2nd ed.). Harlow: Heinemann. Dare, A., and O'Donovan, M. (2009) <i>Good Practice in Caring for Young Children with Special Needs</i> (3rd ed.). Cheltenham: Nelson Thornes. Dowling, M. (2000) <i>Young Children's Personal, Social and Emotional Development</i>. London: Sage. Early Years Outcomes DfE September 2013 Ref: DFE-00167-2013 Early years foundation stage profile: handbook 2014 Department for Education and Standards and Testing Agency October 2013 Ref: STA/14/7088 Ephgrave, A. (2018) <i>Planning in the Moment with Young Children: A practical guide for practitioners and parents</i>. London: Routledge Hendrickson, B. (1995) <i>How to Write a Low-Cost/No-Cost Curriculum for Your Home-School Child</i>. Sitka: Mountain Meadow Press. Hobbs, J. A., and Fisher, C. D. (1996) <i>Summer Bridge Activities: Kindergarten to 1st grade</i>. Salt Lake City: Rainbow Bridge Publishing. Hutchin ,V (2012) <i>The EYFS: A Practical Guide for Students and Professionals</i>. London : Hodder Education. Macblain, S (2018) <i>Learning Theories for Early Years Practice</i>. London: Sage. Massey, S. L. (2004) 'Teacher-child conversation in the pre-school classroom.' <i>Early Childhood Education</i>, 31, pp.227-231. Maynard, T., and Thomas, M. (2004) <i>An Introduction to Early Childhood Studies</i>. London: Sage. Moyles, J. (1989) <i>Just Playing? The role and status of play in early childhood education</i>. Buckingham: Open University Press.
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		Moyles, J. (Ed.) (2010) <i>The excellence of play</i> (3rd ed.).Maidenhead: Open University Press. Macintyre, C. (2001) <i>Enhancing Learning through Play</i>. London: David Fulton Publishers. MacLeod-Brudenell, I. (2004) <i>Advanced Early Years Care & Education</i>. Oxford: Heinemann. Nutbrown, C. et al (2008) <i>Early Childhood Education: History, philosophy and experience</i>. London: Sage. Nutbrown, C. (2006) <i>Key Concepts in Early Childhood Education & Care</i>. London: Sage. O'Hagan, M., and Smith, M. (1999) <i>Early Years Childcare and Education: Key issues</i> (2nd ed.). Oxford: Bailliere Tindall. Riley, J. (2006) <i>Language and Literacy 3-7</i>. London: Sage. Roffey, S., and O'Reirdan, T. (2001) <i>Young Children and Classroom Behaviour Needs: Perspectives and strategies</i>. London: David Fulton Publishers. Sahlberg P., Doyle. W. (2019) <i>Let the Children Play: How more play will save our schools and help children thrive</i>. Oxford: University Press. Recommended resources for specifically Jewish early years (3-7) content: Freund, C. (1992) <i>Read me Beraishis</i>. Australia: CIS Heinemann. Samuels, R. (1973) <i>Bible stories for Jewish children: Joshua to Queen Esther</i>. New York: Ktav.
16.	Module run	Term 2

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Appendix 1: LSJS Student Complaints and Grievance Procedures

1 Introduction

- 1.1** These procedures seek to ensure that complaints against LSJS made by students are treated seriously and, if found to be valid, are acted upon to ensure that the students' interests are protected as far as it is possible for LSJS to do so.
- 1.2** It should be noted that these complaints procedures are not designed to deal with problems such as missing coursework, unexplained absence of a lecturer or late return of work, except in so far that such concerns are not resolved through simpler procedures or are persistent.
- 1.3** These complaints procedures and any decisions made under them are not intended to give rise to legal rights, or obligations on LSJS to pay compensation, either in respect of a decision made pursuant to the procedures or for a breach of these procedures. These procedures are intended to facilitate the resolution of grievances by LSJS. Anonymous complaints will not normally be considered.

2 Principles which underpin the Student Complaints and Grievance Procedures

The guiding principles of these procedures are that complaints shall be:

- Treated seriously and with fairness
- Dealt with quickly, simply and at the appropriate level of LSJS management
- Treated consistently
- Subject to the principles of natural justice
- Progressed through two stages – an informal stage and, if necessary, a formal stage
- Dealt with and resolved wherever possible, at the informal stage
- Without prejudice to a student's or group of students' right to pursue legal remedies outside of LSJS, having exhausted the LSJS complaints procedure

In order to be considered, any student complaint must be submitted no more than six calendar months after the event or problem relating to the complaint.

3 Procedures

3.1 Informal Stage 1

In the first instance students who wish to make a complaint shall discuss it with a Personal Tutor or Module Leader who will advise whether or not the complaint is best progressed through:

- The Programme Leader
- Reference to other specific persons who can resolve the problem

- 3.2** Reference to these general complaints procedures should only be necessary in exceptional circumstances since most complaints, other than ones related to persistent problems, should be resolved informally.

- 3.3** Assuming it is agreed that the complaint shall be progressed through these general procedures, the member of staff consulted shall discuss the complaint fully with the student and – with the student's consent – anyone else involved, to see if it can be resolved

informally. This may involve referral of the complaint to a third party. The outcome of complaints dealt with informally should be briefly documented. Normally, complaints handled through Informal Stage 1 shall be dealt with within, at most, 10 working days, briefly documented, and a copy of the outcome sent to the student.

3.4 Informal Stage 2

If the student is dissatisfied with the result of Informal Stage 1, the complaint shall be sent in writing to the Programme Leader responsible for the programme on which the student is enrolled within 10 working days of the completion of Informal Stage 1. They shall investigate the complaint fully and seek to achieve an informal resolution of the problem(s), either by correspondence or through discussion with the complainant as soon as possible.

If the complaint directly involves a Programme Leader it shall proceed directly to the formal stage.

3.5 Formal Stage

If a student is dissatisfied with the result of the two informal stages, they shall proceed to the formal stage. They shall put in writing the complaint and the reason why they are dissatisfied with the outcome of the two informal stages to a member of the LSJS Senior Management, normally the Director of Academic Studies and Educator Development, within 10 working days of the completion of Informal Stage 2. This person shall:

- Acknowledge receipt of the written complaint within five weekdays
- Advise, in writing and within five weekdays, any member(s) of staff or students involved that a formal complaint has been received
- Consider the evidence, written or otherwise, and, if necessary, hold such discussions with the complainant and any other persons they deem appropriate in order to fully investigate the complaint.

3.6 The member of Senior Management, having fully investigated the complaint over a period not normally exceeding 10 working days from its receipt, shall decide whether:

- The complaint should be progressed through other procedures, in which case the complaint shall be terminated at this stage
- There is reasonable justification for the complaint
- There is no reasonable justification for the complaint

3.7 The member of Senior Management shall:

- Make their decision known in writing to the student and to members of staff or other students involved
- Seek to resolve any justifiable complaint through recommendations which all parties involved in the complaint shall be invited to accept
- If the recommendations are agreed, take steps to ensure that they are implemented in full within the agreed time period.

3.8 Appeal

If the student is not satisfied with the decision at the conclusion of the Formal Stage, or if the recommendations made at this stage are not implemented, they may appeal to the LSJS Chief Executive, or a Director of LSJS if the LSJS Chief Executive was already involved in the formal stage. The student shall submit the appeal in writing within 10 working days of receiving the outcome of the Formal Stage.

The person receiving the appeal shall:

- Acknowledge its receipt within five working days
- Inform the Chair of Directors that an appeal has been received
- Decide to either:
 - Enforce the implementation of the recommendations made at the end of the Formal Stage
 - Dismiss the case, giving reasons in writing
 - Seek agreement to an alternative set of recommendations
 - Determine whether there are sufficient grounds to convene a Panel of Directors

In such cases the decision shall be final.

- 3.9** The Directors Panel should be comprised of at least three directors.
- 3.10** The Directors Panel shall hear the complaint within 10 working days of receipt in accordance with the procedures detailed in section 4.
- 3.11** The Chair of the Panel shall submit, within five working days of the last Panel meeting a written report to the Chair of Directors. The decision of the Panel shall be final.
- 3.12** The Chair of the Panel shall seek to ensure that any actions arising from the decision of the Panel are taken within the timescale identified in the report and shall report any failure to complete actions to the Chair of Directors.
- 3.13** If the student wishes to take the matter further, he or she may, within three months of receiving notification that the internal procedures of LSJS have been completed, write to the Office of the Independent Adjudicator for Higher Education (OIAHE), Fifth Floor, Thames Tower, Station Road, Reading RG1 1LX. They should enclose a copy of the final decision of LSJS and state the reasons for seeking redress from the OIAHE. Email enquiries may be sent to enquiries@oiahe.org.uk. The web address is www.oiahe.org.uk.

4 Procedural rules for the conduct of LSJS Directors Panel hearings

- 4.1** Hearings shall take place on the LSJS Wohl Campus for Jewish Education at dates and times notified in writing to the student, members of staff and other students concerned at least five working days before the hearing.
- 4.2** The Chair of the hearing shall, at the same time as they notify the date of the meeting, indicate the names of any persons that the Panel intends to call to give evidence together with a copy of any statement obtained from those persons which are to be referred to at the hearing.
- 4.3** Students and staff members involved directly in the complaint may be accompanied by a colleague, fellow students (as appropriate) or Trade Union Representative where appropriate. If the student or staff member involved intends to be accompanied, the name and address of the accompanying person shall be notified to the Programme Administrator not less than 24 hours prior to the meeting of the Panel. Legal representation is not allowed at a hearing other than in exceptional circumstances with the discretion of the Chair of the Panel.
- 4.4** Student and staff members involved directly in the complaint and persons accompanying them shall be permitted to question any persons giving evidence to the meeting and to directly address the Directors Panel.

- 4.5** If a student or member of staff wishes to introduce documents to the Panel they shall supply copies of all such documents to the Programme Administrator at least three working days before the date of the hearing. The Programme Administrator shall ensure these papers are circulated as soon as possible to the other party and to all members of the Panel. The Chair of the Panel may decide to give time to examine the documents by adjourning or delaying the meeting of the Panel for a period of up to five working days.
- 4.6** The Panel shall meet in private.
- 4.7** The Panel shall initially decide and then inform all parties concerned how it will conduct the hearing subject to the procedures being consistent with the principles of these general complaints procedures and of these procedural rules.
- 4.8** The Panel shall establish the exact nature of the complaint, establish the facts as far as it is possible to do so, consider the facts, determine its decision and report its decision in writing within five working days to the Chair of Directors, copied to all parties involved in hearing the complaint.

5 Notes

5.1 In these procedures:

- Reference to a student is taken to mean an individual student or group of students; it includes research students and members of staff registered on programmes in their capacity as students.
- In the absence (e.g. vacation or illness) of the person holding a named post in the procedures, the person deputising for them during the time of their absence shall substitute. In cases when the complaint involves the nominated deputy, the Chief Executive (or deputy) will decide who will handle the complaint.
- LSJS will hear and consider a complaint only if lodged by a student or group of students themselves and will not deal with third parties, even with the student's permission, unless in exceptional circumstances which prevent a student representing him or herself.

5.2 Interpretation

'Working day' refers to a day on which LSJS is normally open; it does not include Saturday, Sunday, Bank Holidays, or other designated periods of closure such as official Jewish holidays.