



MA Jewish Education

Programme Handbook

January – December 2026

On Campus

**Validated by Middlesex University, London, UK.
School of Health & Education**

Programme Leader: Dr Helena Miller

Institutional Link Tutor: Dr. Helena Miller

Middlesex Link Tutor: Rebecca Lerman

Student Name:

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 publication. 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 **Dr. Helena Miller (Programme Leader)** helena.miller@lsjs.ac.uk

Information in Alternative Formats

This handbook can be found online at: <https://www.lsjs.ac.uk/ma-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

We can supply sections from this publication as:

- a Word document with enlarged type — sent by email or supplied on a CD or memory stick
- printed copy with enlarged type
- printed copy on non-white paper

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

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.

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Academic Calendar 2026

Key Dates

Programme Voice Group Meetings	Assessment Board Dates	Graduation Ceremonies
- Thursday 12th March 2026 - Thursday 19th November 2026	- 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 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 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

Postgraduate Term Dates and Assessment Schedule (Distance Education) 2026

Year 1

	Term 1 12 Jan – 27 March 2026	Term 2 13 April – 10 July 2026		Term 3 14 September – 11 December 2026
Module Code	JED 700	JED 701		JED 710/720/730
Summative 1	05.03.26	18.06.26	Summative 1a	07.10.26
Summative 2	2.04.26	23.07.26	Summative 1b	22.10.26
			Summative 2	12.11.26
			Summative 3	28.12.26

Year 2

	Term 1 January 2026	Term 2 April 2026	Term 3 September 2026
Module Code	JED 740	JED 750 part 1	JED 750 part 2
Summative	23.04.26	29.06.26	30.11.26

Welcome to the London School of Jewish Studies

LSJS is a world-class centre of Jewish scholarship, training and teaching that 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. In 1904 the College entered into a partnership with the University of London which would last 94 years, offering its students an Honours degree in Hebrew and Aramaic alongside their ordination. During that period, the College trained many teachers and rabbis; graduates of the institution include Rabbi David Meyer and the late Chief Rabbi Lord Jonathan Sacks zt"l.

The College became known as LSJS in 1999, and since then has offered a range of degree programmes. In addition, LSJS has provided high-level adult education programming since 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 each year, providing the community's schools with proficient and qualified staff.

LSJS's introduction in 2014 of two new degrees in Jewish Education, validated by Middlesex University, completed its suite of programmes designed to improve levels of Jewish education. The BA in Jewish Education is designed for those teachers who, lacking a degree, are unable to achieve qualified teacher status. It provides them with 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 other routes to Qualified Teacher Status, LSJS will ensure a supply of competent and qualified teachers for the Jewish community.

Over the next decade, we plan to use our new 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 Leader

It gives me great pleasure to welcome you to LSJS and to the MA in Jewish Education. I am excited about the opportunity this degree programme offers to Jewish educators and educational leaders to pursue advanced academic study and professional development.

Whether you are a school leader, school teacher, school governor, rabbi, youth leader or community educator, this degree programme aims to support you in rising to the challenge of educational leadership – offering new pedagogical insights, innovative teaching ideas and network of like-minded colleagues.

I hope you enjoy your studies with us, and wish you every success.

Dr Helena Miller

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 MA Jewish Education is validated by Middlesex University and therefore you are a student of both institutions. Within Middlesex University the MA Jewish Education is part of the Faculty of Health, Social Care 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.

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 MA 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 Suzanne Wayland (suzanne.wayland@lsjs.ac.uk) if you have any questions about your entitlements as a Middlesex student.

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

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 Boards of Study 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(2018)

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.

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 e-mail to contact staff members in the first instance. Please allow 2 working days (48 hours) for a response. Teaching staff also hold virtual “office hours”, a scheduled time in the week when individual members of staff aim to be available for student enquiries, via email, telephone, etc. These office hours are listed below. Additional office hours will be added if needed for students in different time zones. If you need to speak to a staff member at other times, please call Mrs Suzanne Wayland on 0208 203 6427 to arrange this.

Programme Leader and London School of Jewish Studies Institution link tutor

Dr. Helena Miller

Helena.miller@lsjs.ac.uk

Academic Office hours

Tuesdays 8a.m.-3.00 p.m. and Thursdays 8a.m.- 12.30 p.m



Middlesex University Link Tutor

Rebecca Lerman

R.lerman@mdx.ac.uk

+44(0)208 411 4781

Dean, London School of Jewish Studies

Rabbi Dr Raphael Zarum

Raphael.zarum@lsjs.ac.uk

Academic Office hours-

Thursday 11am-1pm and other times by arrangement



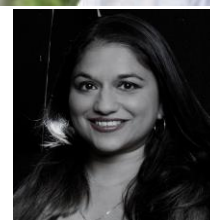
Director of Academic Quality

Shivanti Lowton

shivanti.lowton@lsjs.ac.uk

Office hours –

Thursdays 9 am – 11 am

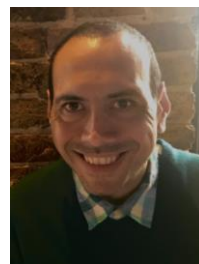


Additional Teaching staff

Dr Joe Mintz
Consultant Lecturer in Education Studies
joseph_mintz@hotmail.com
Academic Office hours-
Friday 11am to 1pm



Dr Mario Moya
Consultant Lecturer in Education Studies
mario.moya@lsjs.ac.uk
Academic Office hours-
Friday 11am to 1pm



Dr Daniel Rose
Consultant Lecturer in Jewish Education
Daniel.rose@lsjs.ac.uk



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 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

The LSJS virtual learning environment “e-lsjs” (moodle.lsj.ac.uk) hosts a variety of learning resources and enable online submission of coursework. 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 e-mail in advance of any scheduled maintenance 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. You are expected to check your emails daily for updates, bulletins and general messages.

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 Programme Administrator, 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 MA Jewish Education

The MA Jewish Education is designed to enable a wide range of educators and educational leaders to develop a holistic understanding of Jewish education and to progress in their careers and/or lay leadership roles. The programme has been running since September 2014, delivered in both weekly teaching and block mode formats. Graduates are now drawing on what they have learnt, both through taught modules and through their research projects, in a range of employment settings, including Jewish primary and secondary schools, synagogues, adult education and outreach programmes, and many other contexts. A number of graduates have already found ways of disseminating the research findings from their dissertation or case study to relevant audiences who can benefit from this original research. In some cases, this has been done through formal consultancy arrangements or invited presentations, through publication in academic journals, and in others it has taken place more organically.

One of the key features of the programme is that it offers three different specialists tracks: Teaching and Learning, Leadership and Management, and Community Education. The specialist tracks enable each student to develop expertise in the area that is most relevant to their own professional development goals. At the same time, the compulsory modules bring educators from different settings together, creating a stimulating environment of learning and exchange of ideas.

If you follow one of the specialist tracks, you may be eligible to graduate with one of the following awards:

- MA Jewish Education (Teaching & Learning)
- MA Jewish Education (Community Education)
- MA Jewish Education (Leadership & Management)

However, please bear in mind that not all modules for the specialist tracks will be offered every year, and this may mean that you are unable to pursue your preferred specialism.

Costs during your programme

LSJS does not charge any other additional fees, after 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 may wish to take out membership of an academic library close to your home and, if so, you should also bear the potential cost in mind. However, many resources are available online, 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.

Your timetable and independent study hours

When you register for the MA Jewish education, you will be automatically enrolled on all compulsory modules. During your second term of study, you will be advised of the optional modules that will be on offer during your third term, and, during your third term of study, you will be advised of options available in the subsequent year of the degree. Please note that all optional modules will be subject to a minimum registration, and not all modules are offered every year.

In year one of your programme, you will enrol on three taught modules. The first two modules are compulsory and provide the key skills and knowledge to enable you to progress to more specialised study. In the third term you may either study an introductory module in educational leadership and management (JED 710), or choose from one of three modules focusing on teaching and learning. Each of these three modules is structured in a similar way, with a focus on curriculum in Jewish Studies school settings (JED 720), Jewish History classrooms (JED 725) or Adult Education (JED 730).

In year two of your programme, you will develop skills as an independent researcher. All three optional modules in this year of the programme require you to undertake a small-scale research project using case study methodology, whether you are specialising in Educational Leadership and Management, Teaching and Learning or Adult Education. After completing your case study module, you will embark on a 15,000 words dissertation project.

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 MA Jewish Education are worth 30 credits, which suggests that you will need to devote approximately 300 hours per module to reading, preparing assignments, participating in seminars and working through the online learning resources and activities. The research methods and dissertation module which you undertake in your second year is worth 60 credits, and, therefore, represents approximately 600 learning hours.

Programme structure diagram

The MA Jewish Education aims to equip students with a professional development qualification, which assists them in their educational leadership careers, and which opens up to them new opportunities in teaching and research.

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

PG Certificate and PG Diploma Jewish Education

Post Graduate Certificate Jewish Education:

60 credits

Students may be awarded a PG Certificate Jewish Education after achieving 60 credits from the two following modules:

JED 700 Jewish Education: Traditional sources and contemporary challenges (30 credits)
JED 701 Teaching and Learning in Jewish Education (30 credits)

OR

Students may be awarded a PG Certificate Jewish Education after achieving one of the modules above, plus one of the following modules:

JED 710 Leadership and Management in Jewish Education (30 credits)
JED 720 Pedagogy of Jewish Studies (30 credits)
JED 730 Adult Jewish Education (30 credits)
JED 735 Teaching the Hebrew Bible (30 credits)

Post Graduate Diploma Jewish Education

120 credits

Students may be awarded a Post Graduate Diploma Jewish Education after achieving:

JED 700 Jewish Education: Traditional sources and contemporary challenges (30 credits)
JED 701 Teaching and Learning in Jewish Education (30 credits)

Plus one of:

JED 710 Leadership and Management in Jewish Education (30 credits)
JED 720 Pedagogy of Jewish Studies (30 credits)
JED 730 Adult Jewish Education (30 credits)
JED 735 Teaching the Hebrew Bible (30 credits)

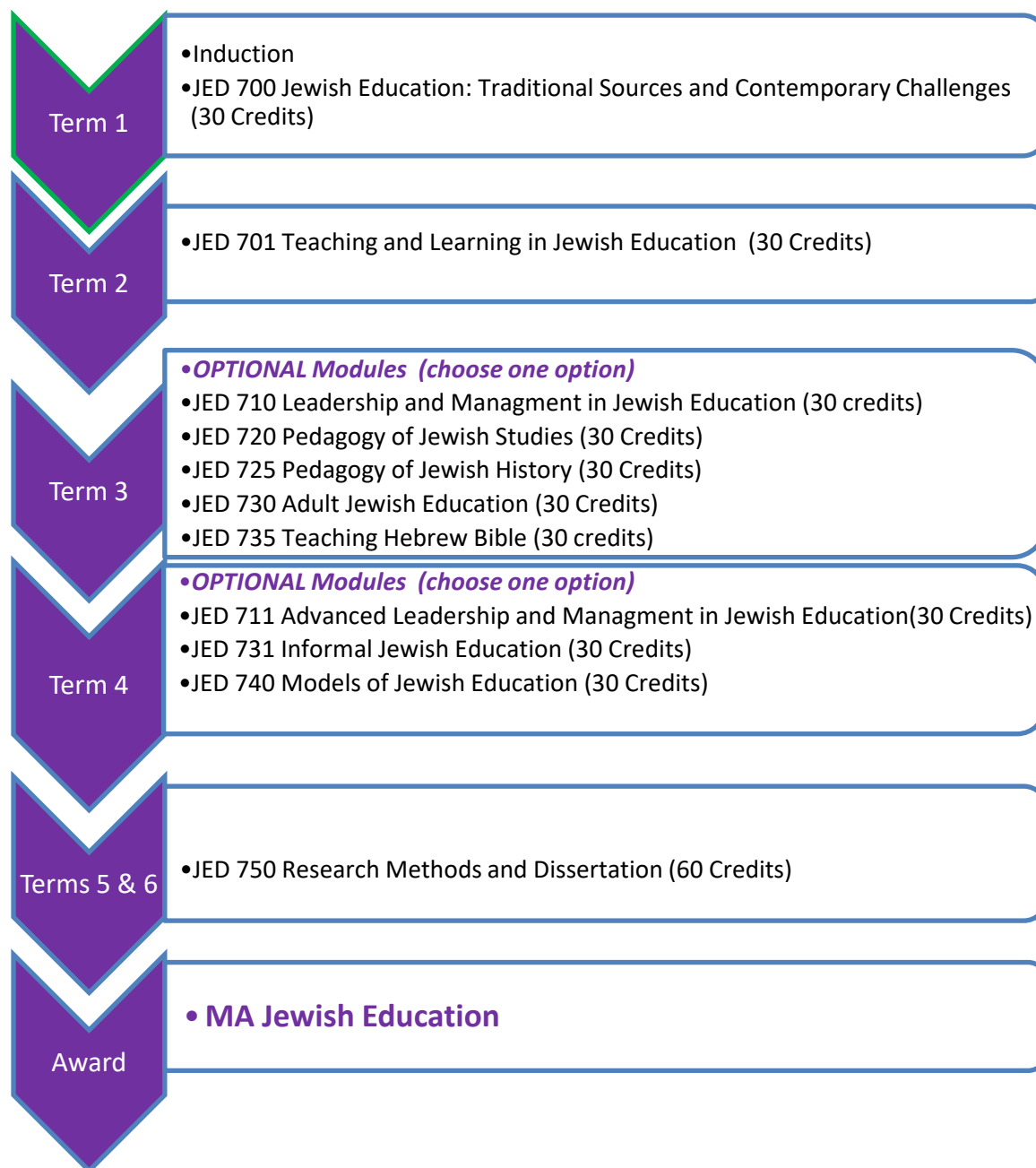
And one of:

JED 711 Advanced Leadership and Management in Jewish Education (30 credits)
JED 731 Informal Jewish Education (30 credits)
JED 740 Models of Jewish Education (30 credits)

MA Jewish Education

Route to MA Jewish Education

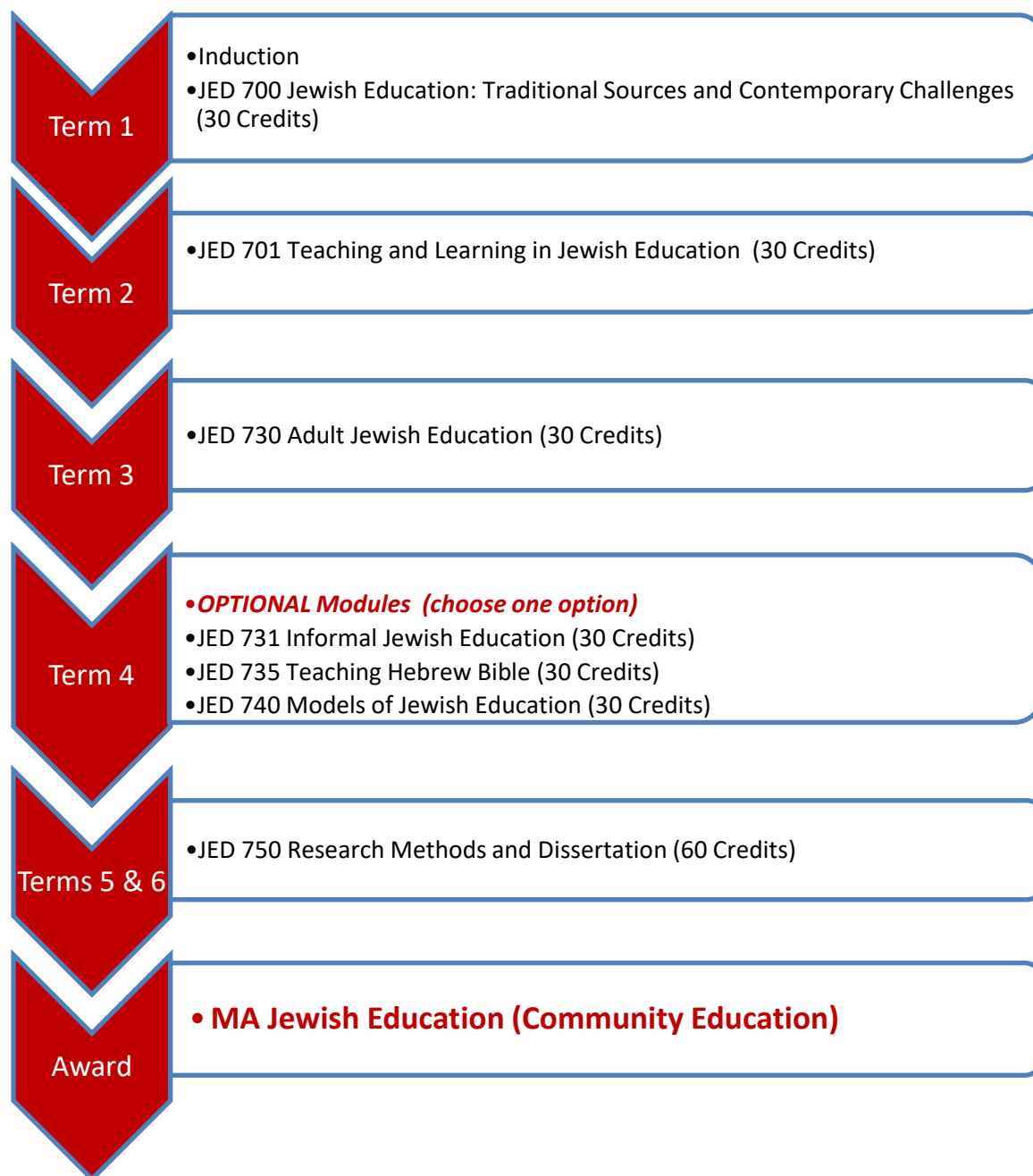
180 Credits



MA Jewish Education

Route to Badged MA Jewish Education (Community Education)

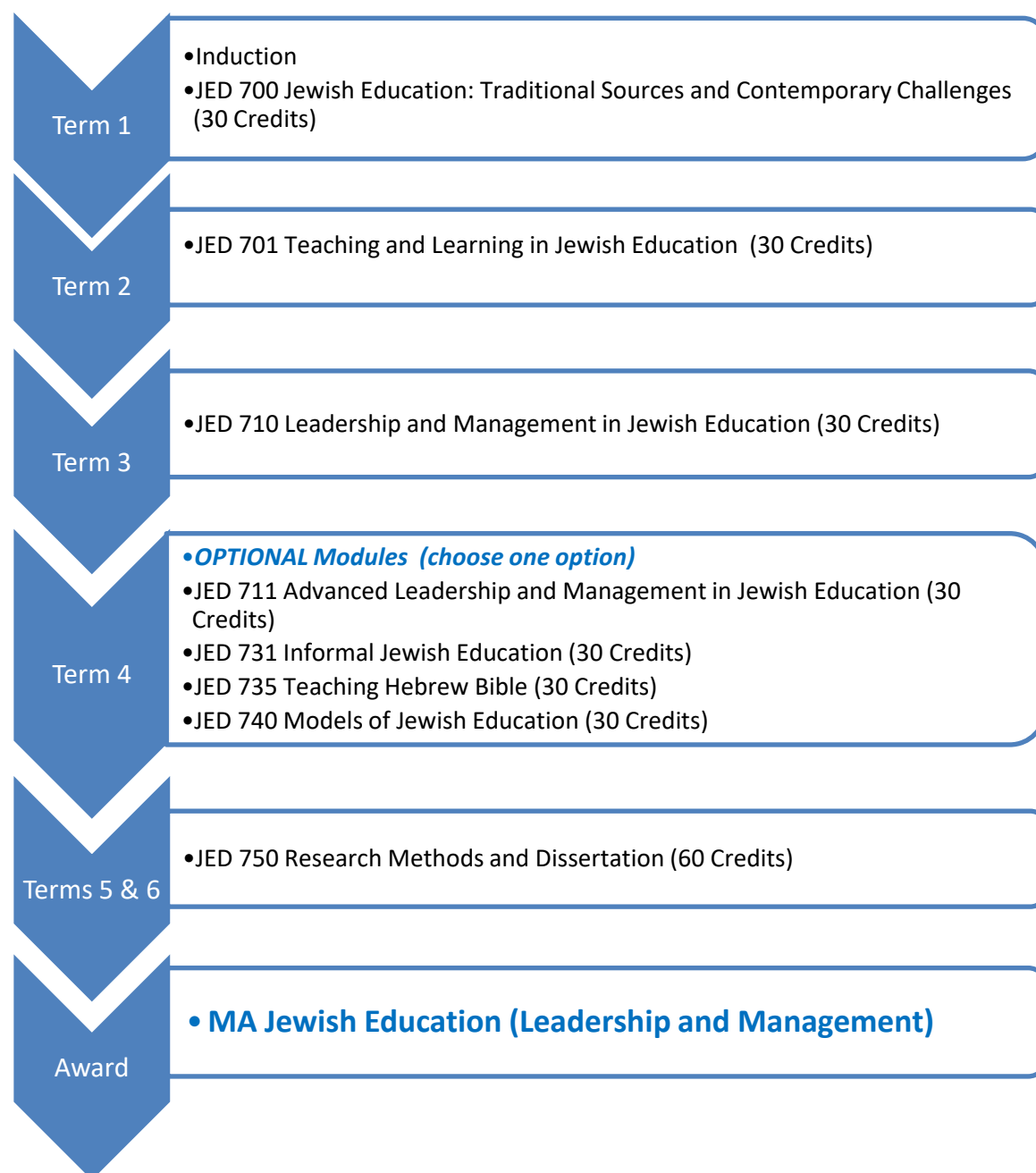
180 Credits



MA Jewish Education

Route to Badged MA Jewish Education (Leadership and Management)

180 Credits



MA Jewish Education

Route to Badged MA Jewish Education (Teaching and Learning)

180 Credits

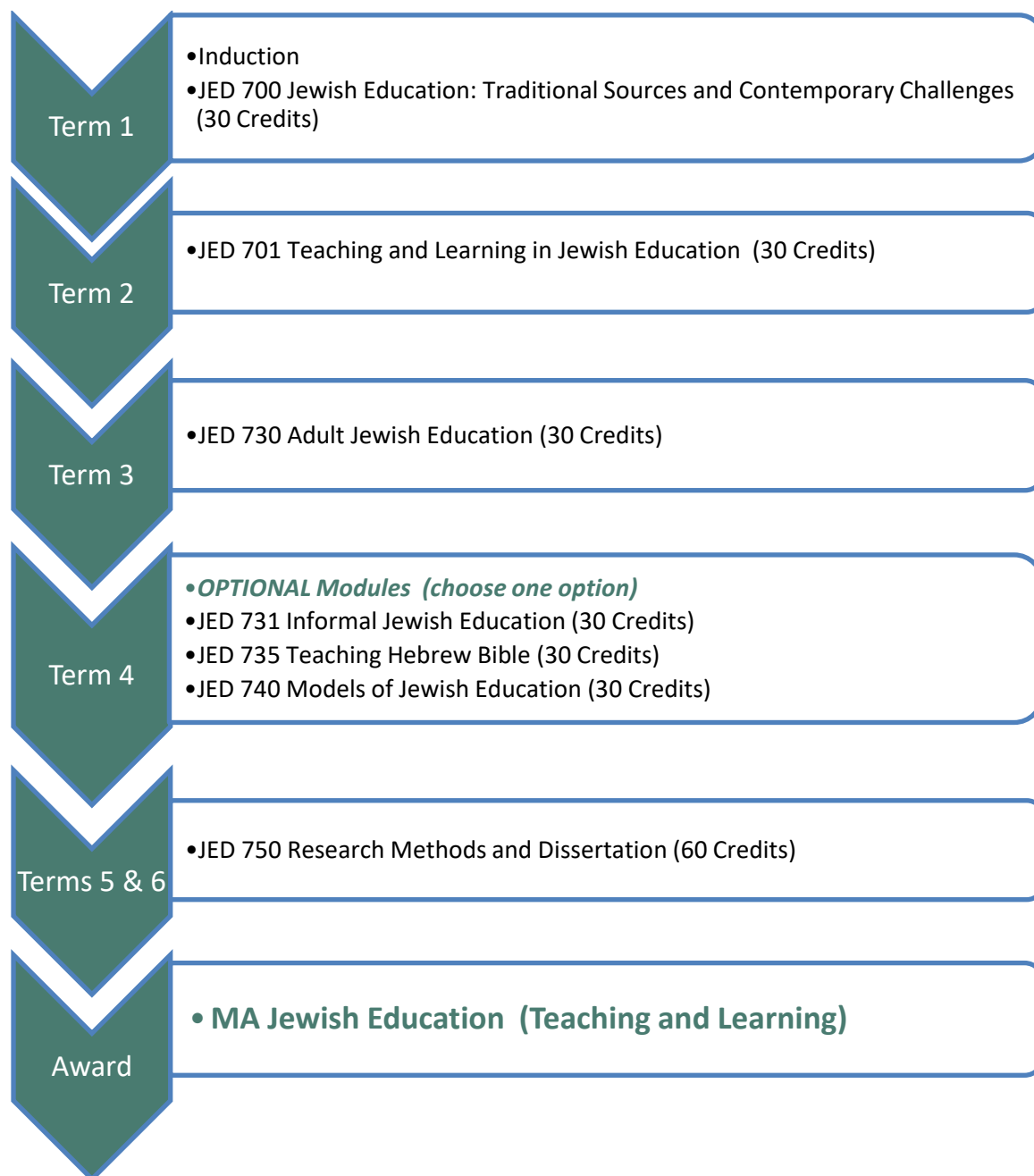
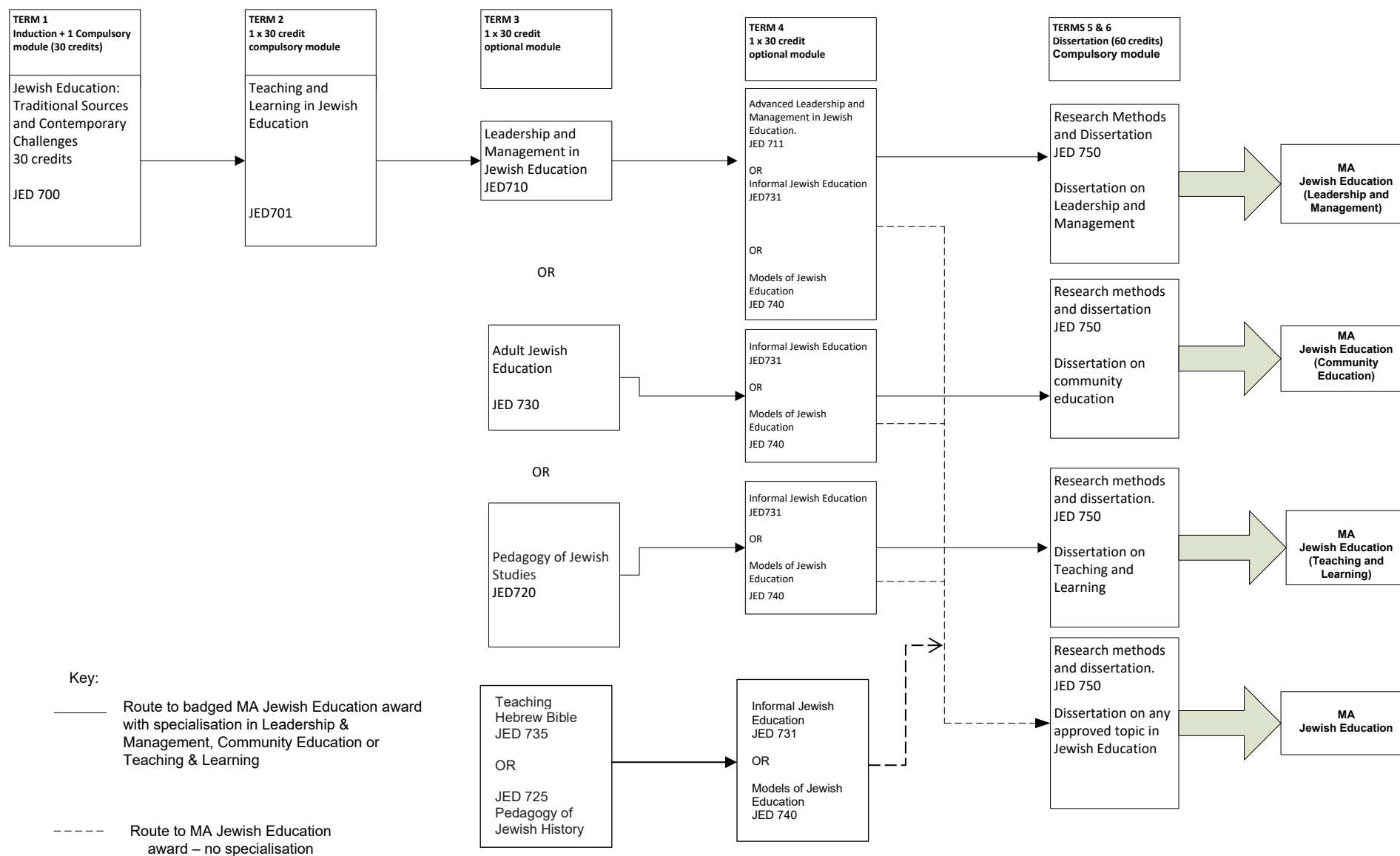


Table below to be deleted and replaced with diagrams above

MA Jewish Education



PG Certificate and PG Diploma Jewish Education



Programme modules

Module Title	Code	FHEQ Level (4-8)	Credit rating	Compulsory/optional ¹
Jewish Education: Traditional Sources and Contemporary challenges	JED 700	7	30	Compulsory
Teaching and Learning in Jewish Education	JED 701	7	30	Compulsory
Leadership and Management in Jewish Education	JED 710	7	30	Optional
Advanced Leadership and Management in Jewish Education	JED 711	7	30	Optional
Pedagogy of Jewish Studies	JED 720	7	30	Optional
Pedagogy of Jewish History	JED 725	7	30	Optional
Adult Jewish Education	JED 730	7	30	Optional
Informal Jewish Education	JED 731	7	30	Optional
Teaching the Hebrew Bible	JED 735	7	30	Optional
Models of Jewish Education	JED 740	7	30	Optional
Research Methods and Dissertation	JED 750	7	60	Compulsory

Students may choose to graduate with an MA Jewish Education or with an MA Jewish Education in one of three specialisms:

- MA Jewish Education (Leadership and Management)**
 Students will need to take JED 710, Leadership and Management in Jewish Education. In addition, the subject of their dissertation will need to be closely related to leadership and management in Jewish Education.
- MA Jewish Education (Community Education)**
 Students will need to take JED 730, Adult Jewish Education. In addition, the subject of their dissertation will need to be closely related to community Jewish Education (this includes informal education, adult education, family education and related subjects).
- MA Jewish Education (Teaching and Learning)**
 Students will need to take JED 720, Pedagogy of Jewish Studies. In addition, the subject of their dissertation will need to be closely related to teaching and learning in Jewish Education.

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.

Students may also choose to take a smaller number of modules from this degree programme, and graduate with one of the following:

- **PG Certificate Jewish Education**
Students will need to take any permitted combination of modules to the total of 60 credits.
- **PG Diploma Jewish Education**
Students will need to take any permitted combination of modules to the total of 120 credits.

Your learning resources

The LSJS virtual learning environment has a section for each module with a range of learning materials and reading lists that your tutors have collated to facilitate your learning. 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 a recommendation 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 online 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.

You will also have free access to two comprehensive collections of online databases:

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

In addition, you will have access to the Journal of Jewish Education and Academia.edu.

Passwords for the above resources will be provided to you at registration.

How and when you will be assessed

Assessment on the MA Jewish Education is continuous, and many of the learning activities 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. You will also maintain a Personal and Professional Development Plan (PPDP) throughout the duration of your programme. 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. You will be able to maintain your PPDP portfolio on your personal area in Moodle.

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 and moodle.lsjs.ac.uk so that you are aware of any changes.

MA Jewish Education – Year 1 Assessment Timetable

Term 1

Module Code	Weeks 1-2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 Summative	Week 11-12	Summative Assessment
JED 700	No assessment	Formative Critical review draft	No Assessment	Formative - Critical Review	No assessment	Formative Group presentation	Summative Draft Essay 1	No assessment	Summative Final Essay 1 1,500 words	No assessment	Summative Essay 2 3,500 words

Term 2

Module Code	Week 1	Week 2	Week 3-7	Week 8	Weeks 9-10	Week 11 Summative	Week 12	Week 13	Summative Assessment
JED 701	No assessment	Formative 1- Reflective Journal	No assessment	Summative 1 – Draft Essay 1,500 Words	No assessment	Summative 1 – Final Essay 1,500 Words	Formative: student presentations	Summative 2: Draft Assignment Reflective commentary	Summative 2 Reflective Commentary 3,500- 4500 words

Term 3

Module code (optional modules)	Weeks 1-3	Week 4 Summative 1a	Week 5	Week 6 Summative 1b	Week 8 Summative 2	Weeks 9-10	Week 10	Week 11	Week 12	Summative assessment
JED 710	No assessment	Summative 1a Poster Presentation	No assessment	Summative 1b: Critical Reflection on Poster Presentation	Summative 2: Oral Presentation (group)	No assessment	Formative: critiquing an education organisation	No assessment	Summative 3: draft essay: vision, mission, values of an education organisation	Summative 3 Essay 3,500 words
JED 720/725/730	No assessment	Summative 1a Poster Presentation	No assessment	Summative 1b: Critical Reflection on Poster Presentation	Summative 2: Oral Presentation (group)	No assessment	Evaluate sequence of lesson plans	No assessment	Summative 3: draft essay: design curriculum unit	Summative 3: draft essay: design curriculum unit 3,500 words

MA Jewish Education – Year 2 Assessment Timetable

Term 4

Module Code	Weeks 1-4	Week 5	Week 7	Week 8	Weeks 9-10	Week 11	Summative Assessment
JED 740	No assessment	Formative 1 Case Study idea 500 Words,	No Assessment	Formative 2 Case Study proposal 1000 words	No assessment	Formative 3 oral presentations	Summative 1 Case Study 5000 Words

Term 5

Module Code	Weeks 1 – 6	Week 7	Week 8	Weeks 9-11	Summative Assessment
JED 750 part 1	No assessment	Formative: Q & A related to dissertation	Formative: Presentation of dissertation proposal	No assessment	Dissertation proposal (2,000 words)

Term 6

Module Code	Weeks 1 – 12	Summative Assessment
JED 750 part 2	No assessment	Dissertation 15,000 words

Participation requirements

You will be expected to participate in all learning activities for each module. We will require you to sign a participation agreement at the start of the academic year.

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 lack of participation 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.

Feeding back on your programme

Informal feedback

In addition to the formal mechanisms outlined below, the academic team welcomes feedback on informal basis throughout the year.

Student feedback is considered by the module leaders and programme leaders on an ongoing basis and appropriate changes will be made at the next available opportunity, depending on the scale of the change. Module leaders carry out an evaluation at the end of the teaching and assessment process each time the module is taught.

Programme Voice Groups

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 on page 3 of this handbook.. Minutes and actions from previous Programme Voice Groups should be made available to you from Suzanne Wayland.

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>. Each year of every programme is represented by a [Student Voice Leader](#) – a student who is 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 on page 3 of 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.

Results of the survey are available at the start of the new academic year and each programme is expected to produce a brief report or action plan to resolve any problems that have been identified. This action plan will also be discussed during the Programme Voice Group meetings with student representatives.

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 MA Jewish Education will enhance graduates' career prospects in ways which are specific to their particular field. School leaders, teachers and school governors could be expected to progress to more challenging professional and lay leadership roles in Jewish schools. Rabbis, youth workers and other communal professionals may move to more senior roles in the community. Graduates may also progress to doctoral research.

Employability and your programme

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

As well as preparing students for a traditional teaching career, the MA 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
- Problem solving
- Teamwork
- Oral and written communication
- Independent research
- Familiarity with and application of information technology

Although this section highlights how employability has been embedded in the MA Jewish Education curriculum, it is still your responsibility to actively seek out these skills and identify what is covered where. Your Director of Studies and Personal Tutor 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 at your induction where 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 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

Careers advice

Although LSJS does not have a dedicated careers office, your Director of Studies, Personal Tutor, and other faculty members are available for consultation. In addition to expert knowledge of both the Jewish school system and the secular school system in the UK, members of the faculty are also familiar with school systems in Israel, North America and several European countries. They are also able to offer advice on other careers in

Jewish education (e.g. outreach, community and adult education) and related fields.
Please contact your Personal Tutor in the first instance for career-related enquiries.

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 MA 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.

Teaching and Learning Plans for 2023-4

The teaching on your programme may involve a blend of campus, face-to-face and online learning. This will ensure you get the most out of face-to-face learning, access to campus facilities and support to strengthen the sense of belonging and community at the heart of learning. Online learning will only be encouraged where it clearly helps to strengthen on-campus, in person teaching and encourages you to develop skills as an independent learner.

Strategies for Successful Completion of the MA Jewish Education

Embarking on a programme of postgraduate study is challenging for most people, particularly if they have demanding jobs and/or significant family responsibilities. The following list of tips from successful distance education students, which will also be discussed and further developed in the induction module, may be helpful to you:

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

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. 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.

3. 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.

4. 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.

5. 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.

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 towards the enhancement of learning and the raising of standards. Formative assessment on the MA Jewish Education course will include feedback from written assignments, presentations given to fellow students and discussion in seminars. Feedback on written formative assignments will be provided via email from your tutor. Feedback on presentations will normally be given within the seminar itself.

Assessment may also involve self, peer or group approaches. For example, you may be asked to self-assess your own work, indicating where you feel you have clearly demonstrated your understanding and also identifying areas where you have room to

improve. Assessment may also be a peer process where students, individually or as groups, offer feedback on one another's written work or presentations. In addition, you may be assessed as a group, whereby the group receives an overall assessment based on the quality of its working together.

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. Summative assessment on the MA Jewish Education will primarily consist of essays and presentations. There are no examinations.

Please see the module narratives at the end of this handbook for more information about the specific learning arrangements for your modules

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.

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 sample assessments are second marked for moderating purposes. At least 10% of coursework will be moderated in this way. All dissertations will be second marked. All coursework which receives a fail grade will automatically be second marked.

Return of coursework

Tutors will provide feedback on submissions electronically. The comments will both indicate the extent to which the learning outcomes for any assignment have been achieved, and include suggestions for further development.

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, in order to improve your work. Feedback can take many forms and may be informal. For example, it may be given and discussed in the classroom 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. It will 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 on coursework within fifteen 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. Feedback on dissertations will be provided after the relevant Assessment Board meeting.

Progressing on your programme

Academic levels

Each module that you take will have academic level 7, i.e. Masters level (e.g. MA, MSc) assigned to it.

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	Postgraduate Qualifications
1	DISTINCTION
2	
3	
4	
5	MERIT
6	
7	
8	
9	PASS
10	
11	
12	
13	
14	
15	
16	
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.

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.

Grade	Percentage	Classification (MA)
1	92-100%	Distinction
2	84-91%	Distinction
3	77-84%	Distinction
4	70-76%	Distinction
5	68-69%	Merit
6	66-67%	Merit
7	63-65%	Merit
8	60-62%	Merit
9	59%	Pass
10	58%	Pass
11	57%	Pass
12	56%	Pass
13	55%	Pass
14	53-54%	Pass
15	51-52%	Pass
16	50%	Pass
17	45-50%	Marginal Fail
18	35-44%	Fail
19	25-34%	Fail
20	Below 25%	Fail

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 gain 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 then you should contact your Director of Studies.

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 your Director of Studies if you have any questions about re-assessment.

Deferral of assessment and 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 EC's 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.

Once the Programme Assessment Board has met you will be notified of your results and progression status via email and/or via moodle.lsjs.ac.uk.

Classification of Your Degree

The final classification of your MA Jewish Education will depend on the grade you attain for the final dissertation module (JED 750), as well as your profile of attainment on the taught modules. For the award of Distinction or Merit, you must attain the relevant grade on JED 750; in addition, you must attain the relevant grade (or higher) on at least 50% of the other modules you complete. Please see the table below.

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

Table A: Classification by distribution of grades

DISTRIBUTION OF GRADES	Class of Qualification	Pass	Merit	Distinction
	Distinction (1-4)		50%	
	Merit or better (5-8)		50%	
	Pass or better (9-16)	100%		

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 of 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, 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:

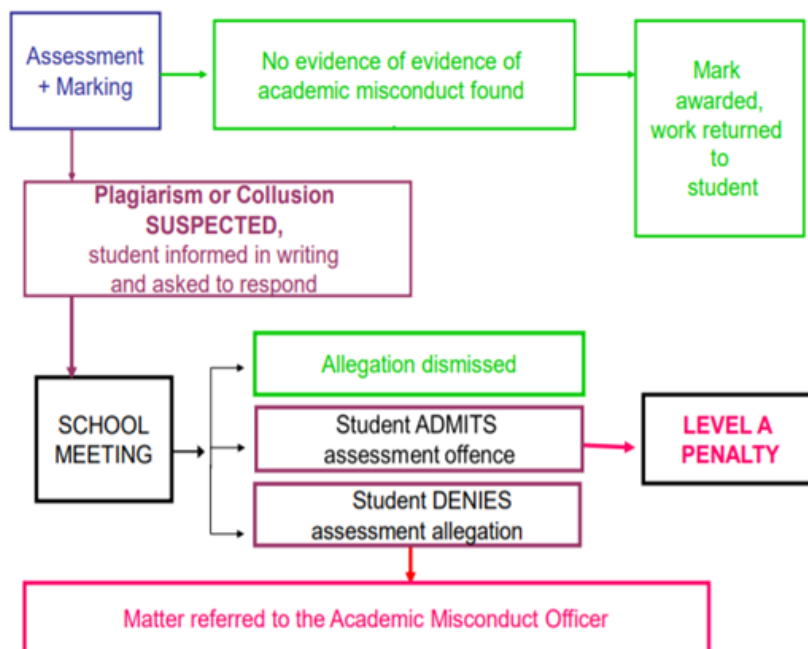
- Copying – submission of someone else's entire work as your own. The original work could be from the Internet, a course mate, or a student in a previous year.
- Purchasing or commissioning any work – this includes the use of third party essay writing services. Essay mills are now illegal entities and 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.

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 MA Jewish Education degree programme. These are set out in section F of the University Regulations 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 Dr Helena Miller (helena.miller@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. The Middlesex University Regulations for Appeals apply to the MA Jewish Education degree programme and these are set out in section G of the University Regulations (<http://www.mdx.ac.uk/regulations>; see also [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 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/whatsapp).

You will be assigned a Director of Studies, who will be responsible for your academic support while 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 studying at LSJS. You should contact your Personal Tutor at least once a year 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 personal tutors are supervised by Dr. Helena Miller, with whom you should make contact if you have any issues to discuss about this system.

Link Tutors

As stated at 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 Board of Study 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 office hours and can be contacted at suzanne.wayland@lsjs.ac.uk, or on 0208 203 6427 Ex. 204.

Technical Support

If you require help using Moodle or submitting an assessment online, please telephone Suzanne Wayland on 0208 203 6427, or email suzanne.wayland@lsjs.ac.uk

Counselling

Please speak to your Personal Tutor in the first instance. Your Personal Tutor 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>

Disability support

LSJS is an institution committed to inclusion and to accommodating any student with special access needs, whether they be physical 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.

If your needs specifically concern access to the LSJS premises and buildings, please contact Mr Paul Gould, Chief Operating Officer (paul.gould@lsjs.ac.uk).

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 Mr Paul Gould, Chief Operating Officer at LSJS (paul.gould@lsjs.ac.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.

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:

<http://www.nus.org.uk/en/nus-extra/>. To apply for an NUS Extra Card you will need to apply directly to NUS at <https://cards.nusextra.co.uk/>. Please note that your NUS Extra card will only be delivered to a UK address.

International Youth Travel Card (IYTC)

Students under the age of 31 can apply for the International Youth Travel Card (IYTC) which offers discounts on travel, shopping and experiences worldwide. The IYTC card

costs £12 (price as of March 2017) and is available from STA travel:
<https://www.statravel.co.uk/youth-identity-card.htm>.

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 is available online at <http://www.nus.org.uk/en/students-unions/setting-up-a-students-union/>.

QUALITY OF YOUR PROGRAMME AND EXPERIENCE

Quality assurance and enhancement of your programme

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, Boards of Study 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 2015. 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. By drawing on their expertise and experience, External Examiners provide one of the principle means by which Middlesex

University and LSJS ensure the programme remains comparable to UK national standards. 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, 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 Dr Helena Miller (helena.miller@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.

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 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 Leadership, normally the Director of Degrees, 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 Leadership, 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 Leadership 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 Chief Executive, or a Director of LSJS if the 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. Distance education students unable to attend in person may participate online.
- 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 is 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 at 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 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, and then inform all parties concerned.
- 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.

Programme specification

MA JEWISH EDUCATION



1. Programme title	MA Jewish Education
2. Awarding institution	Middlesex University
3. Teaching institution	London School of Jewish Studies
4. Programme accredited by	
5. Final qualification	MA Jewish Education MA Jewish Education (Teaching & Learning) MA Jewish Education (Community Education) MA Jewish Education (Leadership & Management)
6. Academic year	2024-5
7. Language of study	English
8. Mode of study	On campus

9. Criteria for admission to the programme

We welcome applications with a wide variety of educational qualifications and experience from the UK and overseas. All applicants will need to demonstrate familiarity with the ethos of Jewish education. In addition, successful applicants will normally have completed a first degree with higher second class honours degree or above (i.e. 2:1 or above), or an equivalent qualification. In exceptional circumstances, applicants who do not have these qualifications, but have extensive experience working in Jewish education and/or a strong background in traditional Jewish text study (for example, rabbinic ordination or extensive period of study in a seminary or yeshiva) may be invited for interview and asked to submit written work as evidence of their potential to embark on Master's level studies in Jewish education. Students with a Post Graduate Certificate of Education may count 60 credits towards their Master's Degree. Students who have successfully completed a structured programme of study of Jewish Education at an appropriate level may be accepted with advanced standing and enter directly into the 2nd year of the programme. Students whose first language is not English will need to show proficiency through submission of written work and at interview.

10. Aims of the programme

The programme aims to contribute to the improvement of standards of Jewish education, by developing critically reflective, confident, effective, ethical and professionally capable Jewish educators and educational leaders. It will equip graduates with a systematic understanding of the field of Jewish education and enable them to develop a critical awareness of relevant issues and developments. The programme also aims to embed skills for lifelong learning so that graduates will be able to continue to advance their knowledge and understanding of Jewish education; to produce researchers who are able to make significant contributions to the understanding of Jewish education. It seeks to develop graduates with leadership capacity, so that they will be able to actively shape the future direction of Jewish education in communities around the world.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

1. A broad range of theoretical perspectives on teaching and learning, and their relevance to Jewish education.
2. Traditional Jewish texts on Jewish education, and their relationship to contemporary issues in Jewish education.
3. The complexities and tensions within the role of a Jewish educator or educational leader.
4. Theoretical and practical approaches to the discipline of reflective practice.
5. The relevance and importance of vision, mission and values statements for organisations and/or personal and professional development.
6. A broad range of quantitative and qualitative research methodologies and their application in addressing different issues within the field of Jewish education.
7. A range of ethical issues that arise in the context of Jewish education research, and their relationship to different research methodologies.

Teaching/learning methods

Students gain knowledge and understanding through:

- Guided reading.
- Lectures and seminars.
- Close reading and interrogation of traditional Jewish source texts, including passages from the Bible, Mishna, Talmud and other rabbinic literature.
- Research-based exercises in reflective practice.
- Peer- and tutor-led classroom presentations which demonstrate synthesis and interrogation of different sources of knowledge.
- Individual tutorials with supervisor/ tutor to critically review assignments and research.
- Debate and discussion in small and large groups and through reading and critical reflection on learning materials.

Assessment Method

Students' knowledge and understanding is assessed by:

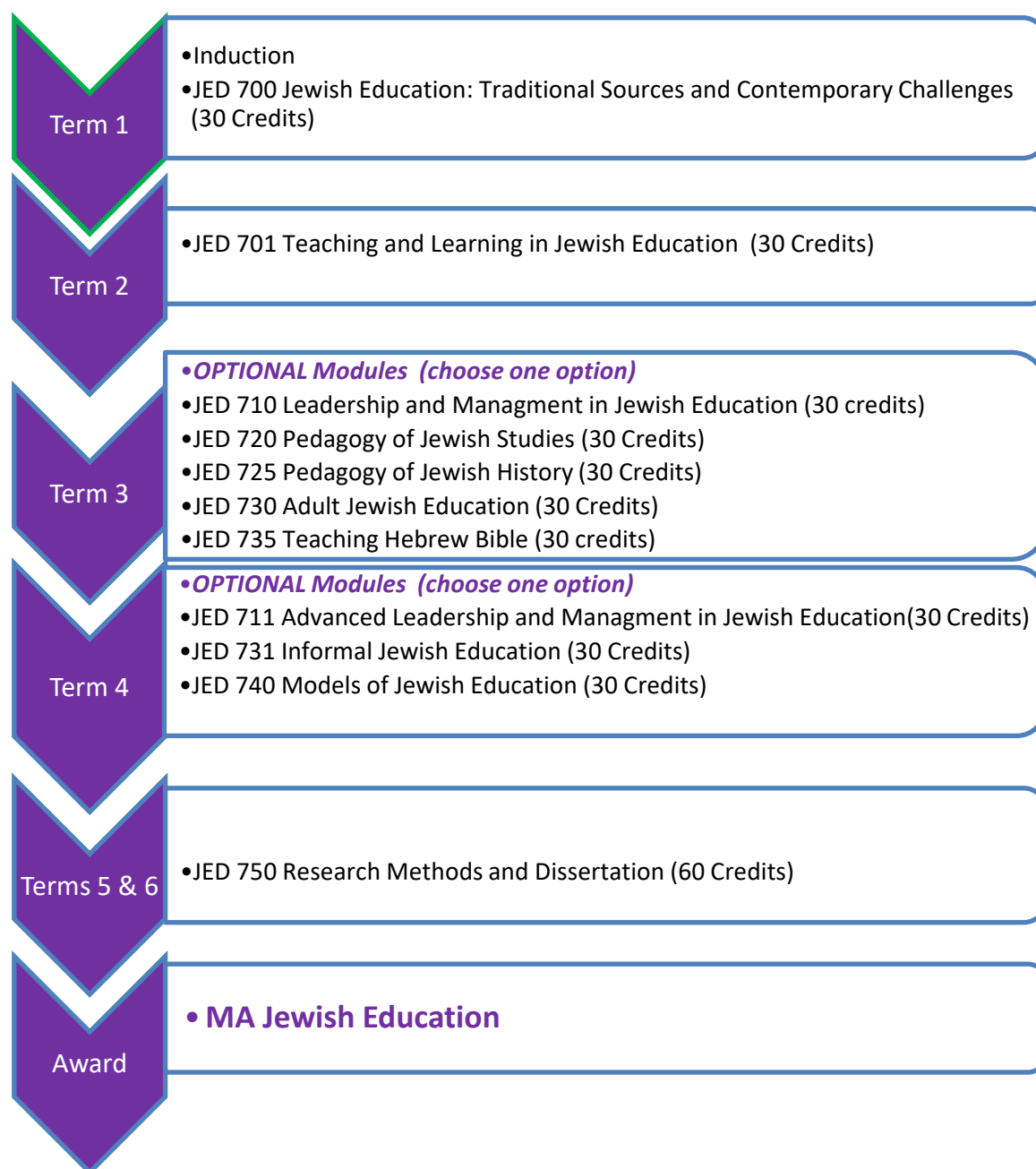
- Oral presentations which demonstrate synthesis and interrogation of different sources of knowledge.
- Written assignments, including essays, critical reflections, a case study, and dissertation.

B. Cognitive skills On completion of the programme the successful student will be able to apply: 1. Critical reflection, increasing knowledge analysis, evaluation and reasoning. 2. Ethical reasoning and ethical decision-making. 3. Synthesis of a range of materials in order to construct a complex argument 4. Analysis of professional practice that identifies individual or communal knowledge gaps, leading to the development of pertinent hypotheses and research questions. 5. Planning and conducting research. 6. Developing mastery of a complex and specialised area of knowledge through an extended research project. 7. Creativity and originality.	Teaching/learning methods Students learn cognitive skills through: • Reflective activities individually or in groups. • Interrogating and debating learning materials. Assessment Method Students' cognitive skills are assessed by: • Tutor-based exercises through debates and discussion. • Research evaluation activities and drawing out implications for practice. • Written assignments demonstrating understanding of theories and knowledge, together with their application. • Oral presentations.
12. Programme structure (levels, modules, credits and progression requirements)	
See programme outline	
12. 1 Overall structure of the programme	
See programme diagram below	

MA Jewish Education

Route to MA Jewish Education

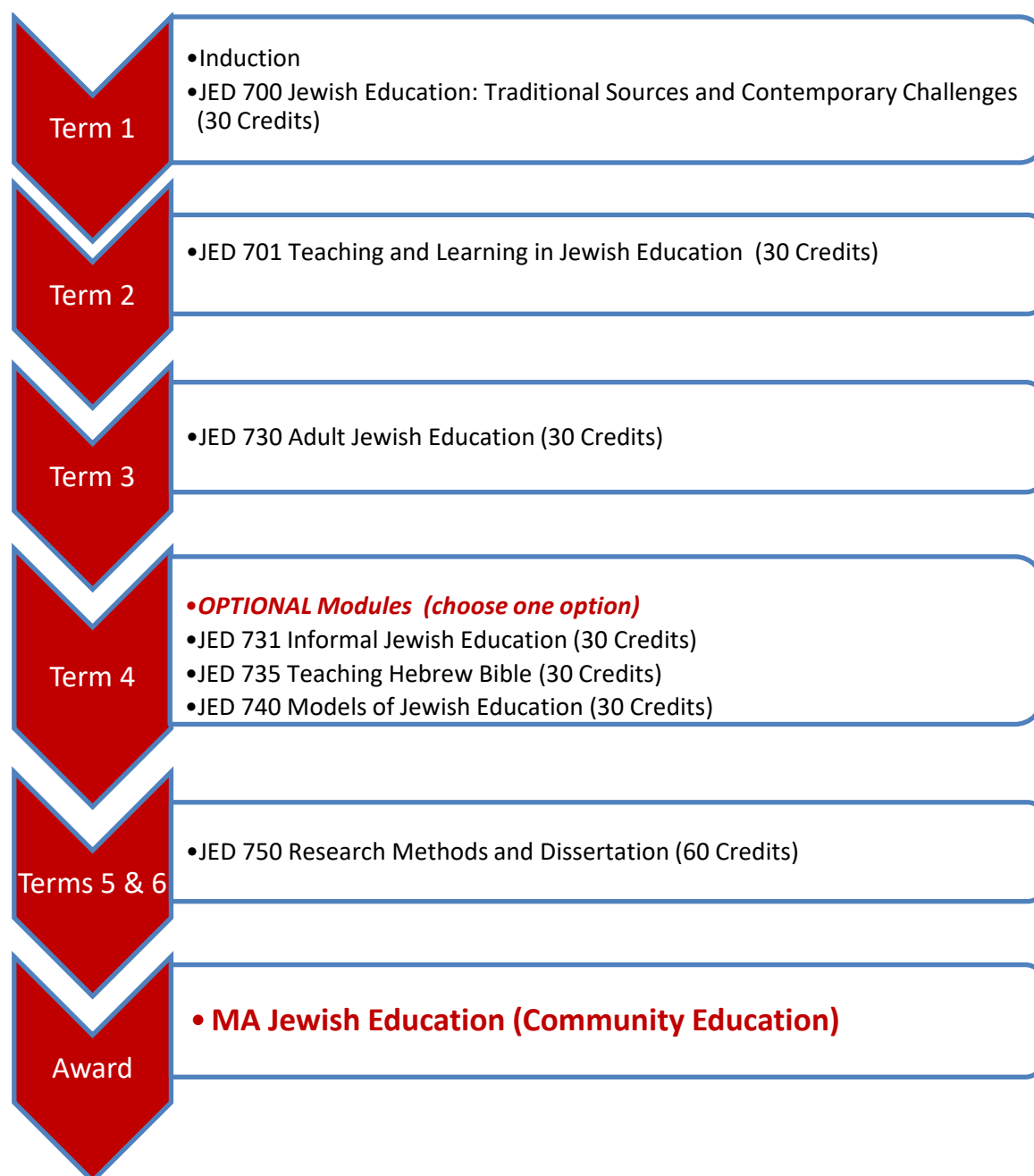
180 Credits



MA Jewish Education

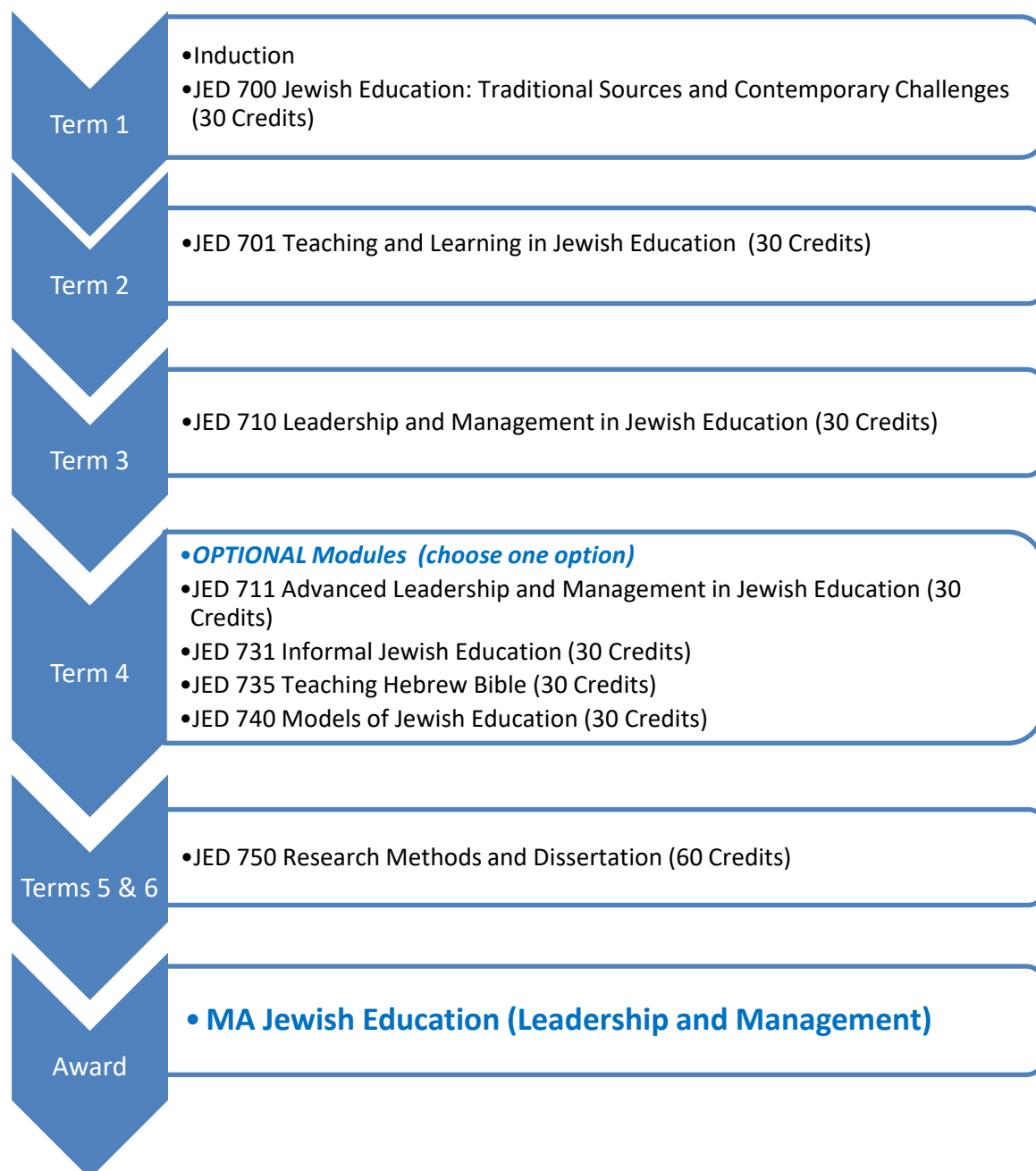
Route to Badged MA Jewish Education (Community Education)

180 Credits



MA Jewish Education

Route to Badged MA Jewish Education (Leadership and Management) 180 Credits



MA Jewish Education

Route to Badged MA Jewish Education (Teaching and Learning) 180 Credits

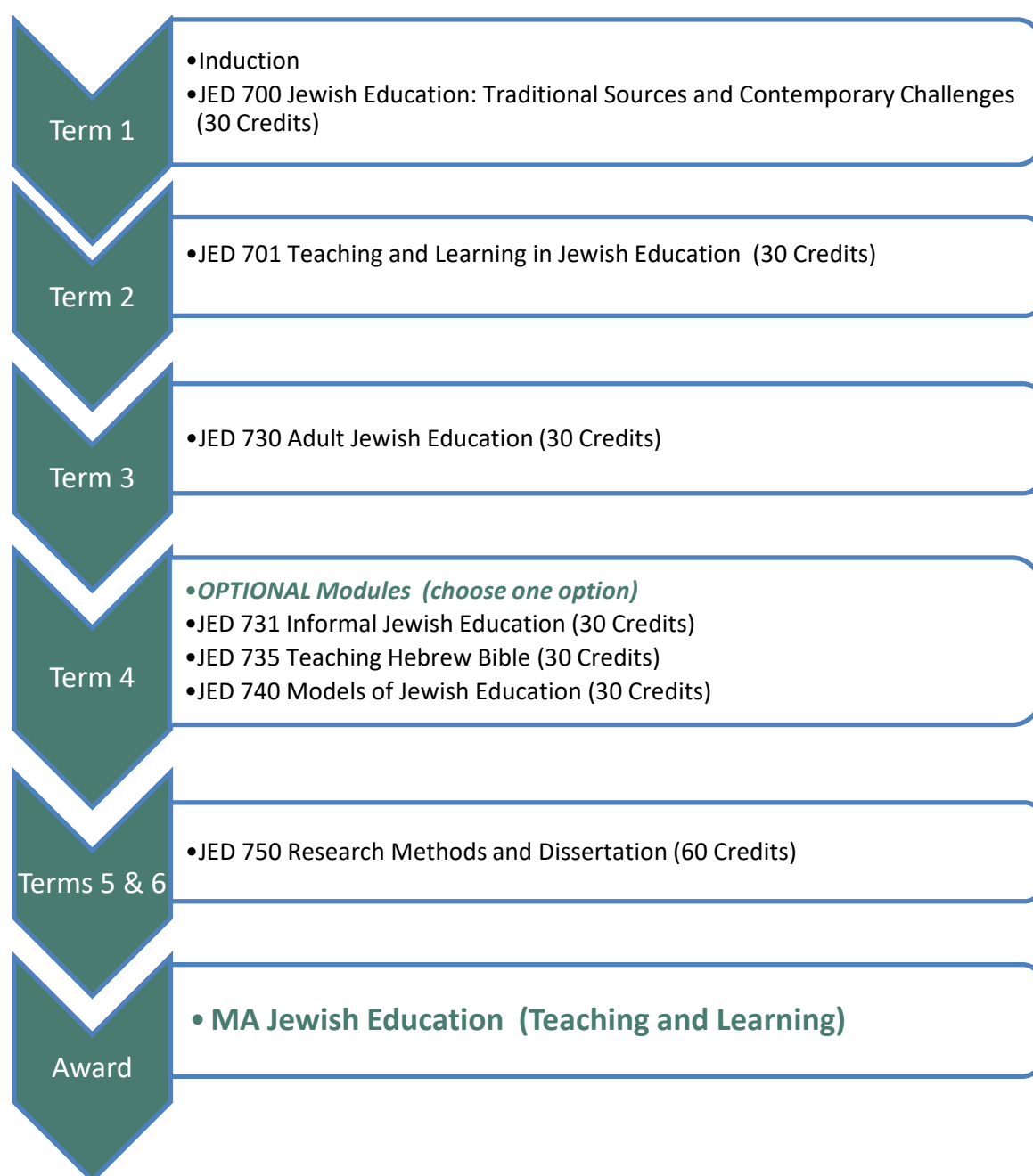
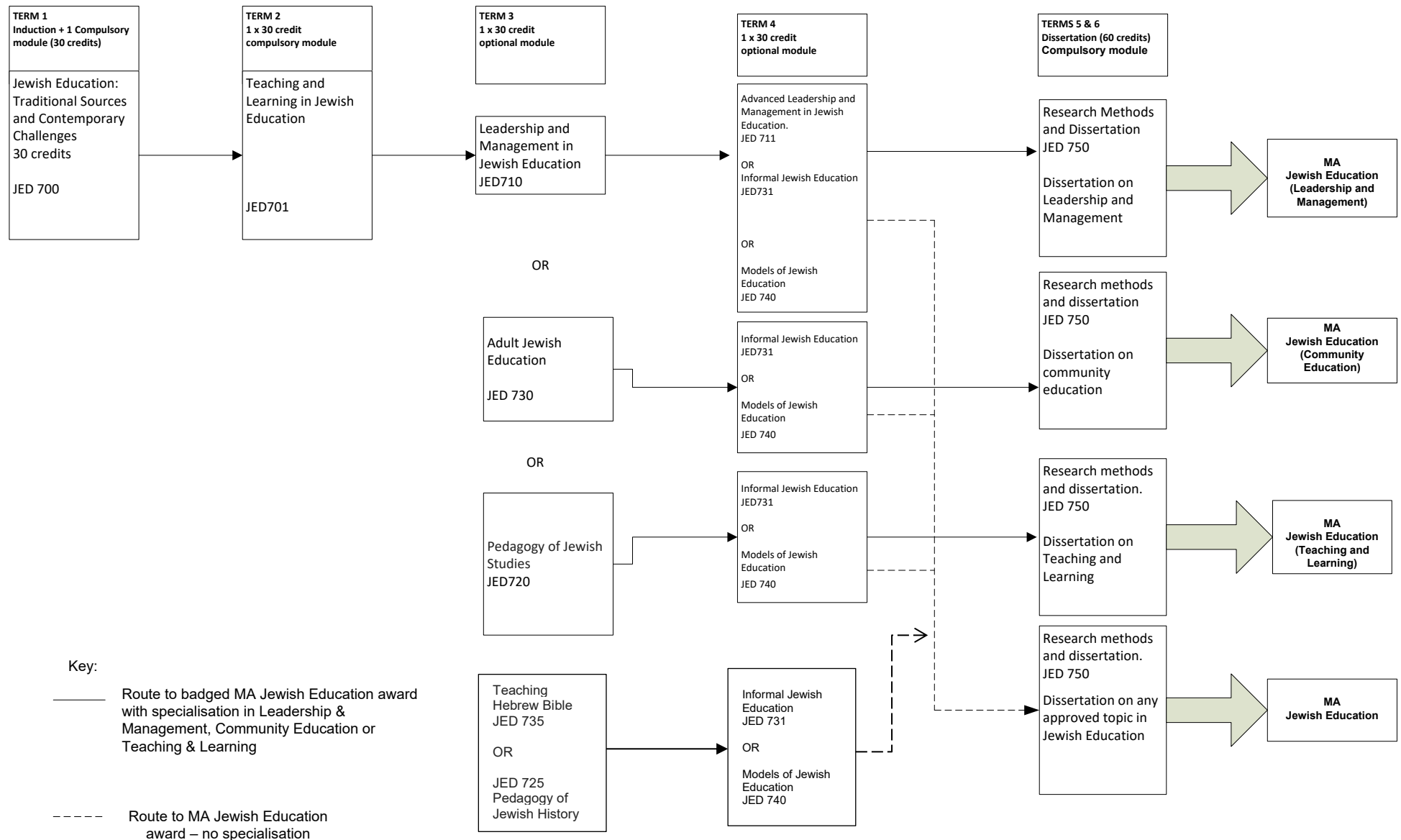


Diagram below to be deleted and replaced with diagrams above

MA Jewish Education



12.2 Levels and modules		
Level 7		
MA Jewish Education		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following:	Students must also take 2 of the following modules:	
Jewish Education: Traditional Sources and Contemporary Challenges JED 700	Leadership and Management in Jewish Education JED 710	
Teaching and Learning in Jewish Education JED 701	Advanced Leadership and Management in Jewish Education JED 711	
Research Methods and Dissertation JED 750	Pedagogy of Jewish Studies JED 720	
	Pedagogy of Jewish History JED 725	
	Adult Jewish Education JED 730	
	Teaching the Hebrew Bible JED 735	
	Informal Jewish Education JED 731	
	Models of Jewish Education JED 740	

Level 7		
MA Jewish Education (Leadership and Management)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following	Students must also take one of the following optional modules	
Jewish Education: Traditional Sources and Contemporary Issues JED 700	Advanced Leadership and Management in Jewish Education JED 711	
Teaching and Learning in Jewish Education JED 701	Informal Jewish Education JED 731	
	Teaching the Hebrew Bible JED 735	
Research Methods and Dissertation JED 750	Models of Jewish Education JED 740	
Leadership and Management in Jewish Education JED 710		

Level 7		
MA Jewish Education (Teaching and Learning)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following	Students must also take one of the following optional modules	
Jewish Education: Traditional Sources and Contemporary Issues JED 700	Informal Jewish Education JED 731	
	Teaching the Hebrew Bible JED 735	
Teaching and Learning in Jewish Education JED 701	Models of Jewish Education JED 740	
Research Methods and Dissertation JED 750		
a) Pedagogy of Jewish Studies JED 720 or b) Pedagogy of Jewish History JED 725		

Level 7		
MA Jewish Education (Community Education)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following	Students must also take one of the following optional modules	
Jewish Education: Traditional Sources and Contemporary Issues JED 700	Informal Jewish Education JED 731	
	Teaching the Hebrew Bible JED 735	
Teaching and Learning in Jewish Education JED 701	Models of Jewish Education JED 740	
Research Methods and Dissertation JED 750		
Adult Jewish Education JED 730		

14. Information about assessment regulations

Assessment regulations that apply to this programme can be found at: <http://www.mdx.ac.uk/aboutus/Strategy/regulations/index.aspx>

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

N/A

16. Future careers (if applicable)

The MA Jewish education is designed to provide graduates with a strong foundation of knowledge and skills that will allow them to progress their careers and/or pursue research in education, Jewish education or related fields.

17. Particular support for learning (if applicable)

Students requiring support for learning should contact their personal tutor for information about the support that is available.

18. JACS code (or other relevant coding system)

X390

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 Framework for Higher Education Qualifications in England, Wales and Northern Ireland*, QAA

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 guidance for Distance Education including liaison with the Centre for Academic Practice

Middlesex University Corporate Plan

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.

Programme Learning Outcomes

MA Jewish Education

NB: this curriculum map shows the learning outcomes that will be achieved by all students who complete the requirements of the MA Jewish Education. Depending on the choice of optional modules, students may also achieve additional learning outcomes. Please see below for curriculum maps for the different specialisms.

A. Knowledge and understanding On completion of this programme the successful student will have knowledge and understanding of:	
A1.	A broad range of theoretical perspectives on teaching and learning, and their relevance to Jewish education.
A2.	Traditional Jewish texts on Jewish education, and their relationship to contemporary issues in Jewish education
A3.	The complexities and tensions within the role of a Jewish educator or educational leader.
A4.	Theoretical and practical approaches to the discipline of reflective practice.
A5.	The relevance and importance of vision, mission and values statements for organisations and/or personal and professional development.
A6.	A broad range of quantitative and qualitative research methodologies and their application in addressing different issues within the field of Jewish education.
A7.	A range of ethical issues that arise in the context of Jewish education research, and their relationship to different research methodologies.

Highest level achieved by all graduates for all programme outcomes is level 7.

B. Cognitive skills: On completion of the programme the successful student will be able to apply:	
B1.	Critical reflection, increasing knowledge analysis, evaluation and reasoning.
B2.	Ethical reasoning and ethical decision-making.
B3.	Synthesis of a range of materials in order to construct a complex argument.
B4.	Analysis of professional practice that identifies individual or communal knowledge gaps, leading to the development of pertinent hypotheses and research questions.
B5.	Planning and conducting research.
B6.	Developing mastery of a complex and specialised area of knowledge through an extended research project.
B7.	Creativity and originality.

Curriculum Map for MA Jewish Education

Module title.	Module code by level	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7
<i>A) Core modules</i>															
Jewish Education: Traditional sources and contemporary issues	700		X	X					X						
Teaching and learning in Jewish education	701	X			X				X						
Dissertation	750						X	X	X	X	X	X	X	X	
<i>B) Optional modules</i>	TERM 3														
Leadership and management	710					X			X						X
Pedagogy of Jewish studies	720					X			X						X
Pedagogy of Jewish History	725					X			X						X
Adult Jewish education	730					X			X						X
Teaching the Hebrew Bible	735					X			X						X
	TERM 4														
Advanced leadership and management	711								X						
Informal Jewish education	731								X						
Models of Jewish education	740								X						

NB: This curriculum map is for students who do not intend to complete a specialist track within the MA. Detailed maps for each specialism can be found below.

MA Jewish Education (Teaching and Learning)

Highest level achieved by all graduates for all programme outcomes is level 7.

A. Knowledge and understanding On completion of this programme the successful student will have knowledge and understanding of:	
A1.	A broad range of theoretical perspectives on teaching and learning, and their relevance to Jewish education.
A2.	Traditional Jewish texts on Jewish education, and their relationship to contemporary issues in Jewish education
A3.	The complexities and tensions within the role of a Jewish educator or educational leader.
A4.	Theoretical and practical approaches to the discipline of reflective practice.
A5.	The relevance and importance of vision, mission and values statements for organisations and/or personal and professional development.
A6.	A broad range of quantitative and qualitative research methodologies and their application in addressing different issues within the field of Jewish education.
A7.	A range of ethical issues that arise in the context of Jewish education research, and their relationship to different research methodologies.
A8.	A broad range of theoretical perspectives on curriculum, and their relationship to the pedagogy of Jewish studies

B. Cognitive skills: On completion of the programme the successful student will be able to apply:	
B1.	Critical reflection, increasing knowledge analysis, evaluation and reasoning.
B2.	Ethical reasoning and ethical decision-making.
B3.	Synthesis of a range of materials in order to construct a complex argument.
B4.	Analysis of professional practice that identifies individual or communal knowledge gaps, leading to the development of pertinent hypotheses and research questions.
B5.	Planning and conducting research.
B6.	Developing mastery of a complex and specialised area of knowledge through an extended research project.
B7.	Creativity and originality.
B8.	Create and critically evaluate a learning sequence

Curriculum Map for MA Jewish Education (Teaching and Learning)

Module title.	Module code by level	Programme Outcomes															
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8
<i>A) Core modules</i>																	
Jewish Education: Traditional sources and contemporary issues	700		X	X						X							
Teaching and learning in Jewish education	701	X			X					X							
Dissertation	750						X	X		X	X	X	X	X	X		
<i>B) Optional modules</i>	TERM 3																
Pedagogy of Jewish studies	720					X			X	X						X	X
Pedagogy of Jewish History	725					X			X	X						X	X
Teaching the Hebrew Bible	735					X			X	X						X	X
	TERM 4																
Informal Jewish education	731									X							

Models of Jewish education	740									X							
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A. Knowledge and understanding	
On completion of this programme the successful student will have knowledge and understanding of:	
A1.	A broad range of theoretical perspectives on teaching and learning, and their relevance to Jewish education.
A2.	Traditional Jewish texts on Jewish education, and their relationship to contemporary issues in Jewish education
A3.	The complexities and tensions within the role of a Jewish educator or educational leader.
A4.	Theoretical and practical approaches to the discipline of reflective practice.
A5.	The relevance and importance of vision, mission and values statements for organisations and/or personal and professional development.
A6.	A broad range of quantitative and qualitative research methodologies and their application in addressing different issues within the field of Jewish education.
A7.	A range of ethical issues that arise in the context of Jewish education research, and their relationship to different research methodologies.
A8.	A broad range of theoretical perspectives on adult learning and their relevance to the field of Jewish education.
B. Cognitive skills: On completion of the programme the successful student will be able to apply:	
B1.	Critical reflection, increasing knowledge analysis, evaluation and reasoning.
B2.	Ethical reasoning and ethical decision-making.
B3.	Synthesis of a range of materials in order to construct a complex argument.
B4.	Analysis of professional practice that identifies individual or communal knowledge gaps, leading to the development of pertinent hypotheses and research questions.
B5.	Planning and conducting research.
B6.	Developing mastery of a complex and specialised area of knowledge through an extended research project.
B7.	Creativity and originality.
B8.	Create a sequence of learning suitable for a Jewish adult education setting

Curriculum Map for MA Jewish Education (Community Education)

Module title.	Module code by level	Programme Outcomes															
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8
A) compulsory modules																	
Jewish Education: Traditional sources and contemporary issues	700		X	X						X							
Teaching and learning in Jewish education	701	X			X					X							
Dissertation	750						X	X		X	X	X	X	X	X		
B) optional modules	TERM 3																
Adult Jewish education	730					X			X	X						X	X
Teaching the Hebrew Bible	735					X			X	X						X	X
	TERM 4																
Informal Jewish education	731									X							
Models of Jewish education	740									X							

MA Jewish Education (Leadership and Management)

A. Knowledge and understanding	
On completion of this programme the successful student will have knowledge and understanding of:	
A1.	A broad range of theoretical perspectives on teaching and learning, and their relevance to Jewish education.
A2.	Traditional Jewish texts on Jewish education, and their relationship to contemporary issues in Jewish education
A3.	The complexities and tensions within the role of a Jewish educator or educational leader.
A4.	Theoretical and practical approaches to the discipline of reflective practice.
A5.	The relevance and importance of vision, mission and values statements for organisations and/or personal and professional development.
A6.	A broad range of quantitative and qualitative research methodologies and their application in addressing different issues within the field of Jewish education.
A7.	A range of ethical issues that arise in the context of Jewish education research, and their relationship to different research methodologies.
A8.	A range of theoretical perspectives on leadership and management, and their relevance in Jewish educational settings.
B. Cognitive skills: On completion of the programme the successful student will be able to apply:	
B1.	Critical reflection, increasing knowledge analysis, evaluation and reasoning.
B2.	Ethical reasoning and ethical decision-making.
B3.	Synthesis of a range of materials in order to construct a complex argument.
B4.	Analysis of professional practice that identifies individual or communal knowledge gaps, leading to the development of pertinent hypotheses and research questions.
B5.	Planning and conducting research.
B6.	Developing mastery of a complex and specialised area of knowledge through an extended research project.
B7.	Creativity and originality.
B8.	Evaluate and use relevant values (Jewish, secular, and personal) within organisational contexts.

Curriculum Map for MA Jewish Education (Leadership and Management)

Module title.	Module code by level	Programme Outcomes															
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8
<i>A) compulsory modules</i>																	
Jewish Education: Traditional sources and contemporary issues	700		X	X						X							
Teaching and learning in Jewish education	701	X			X					X							
Dissertation	750						X	X		X	X	X	X	X	X		
	TERM 3																
<i>B) optional modules</i>	710					X			X	X						X	X
	TERM 4																
Advanced leadership and management	711									X							
Informal Jewish education	731									X							
Teaching the Hebrew Bible	735		X							X		X				X	X
Models of Jewish education	740									X							

Module narratives

JED 700

Jewish Education: Traditional Sources and Contemporary Issues

1.	Short code	JED 700
2.	Title	Jewish Education: Traditional Sources and Contemporary Issues
3.	Level	7
4.	Credit points	30
5.	Start term	September 2024
6.	Subject	Jewish Education
7.	Module Leader	Rabbi Dr Raphael Zarum
8.	Accredited by	N/A
9.	Module restrictions	None
10.	Aims	This module aims to enable students to develop a sophisticated understanding of contemporary issues in Jewish education. Students will have the opportunity to deepen their understanding of the complexity of their role as a Jewish educator or educational leader, and to develop their capacity to work constructively with others. The module also aims to provide students with a foundation of knowledge and skills for further study and research in the field of Jewish education.
11.	Learning outcomes	Successful completion of this module will enable the student to: 1. Critically analyse traditional Jewish texts about Jewish education and critically reflect on their relevance to contemporary issues in Jewish education. 2. Critically discuss the tensions and complexity within the role of a Jewish educator or educational leader. 3. Synthesise a range of materials in order to construct a complex argument. 4. Reflect critically on their experience of working with other students taking the module.
12.	Syllabus	In this module students will study: • Traditional rabbinic Jewish texts (from classical to modern) on the subject of Jewish education – both theory and practice – with particular reference to differences in approaches to gender, teaching Judaism in the wider world, secular studies and curriculum • The main divergent Jewish intellectual and legal traditions that have emerged since the second world war and how they have impacted on conflicting current educational models, focusing particularly on the tension between

		'ultra-orthodox' and 'modern orthodox' models and the authority of rabbinic texts The relationship between traditional sources and innovative approaches as a means by which to consider curriculum priorities
13.	Learning, teaching and assessment strategy	Learning and teaching - Activities and resources include lectures to present new and complex information, as well as interactive quizzes, PowerPoint presentations and a range of reading materials - Students will undertake prepared tasks, including paired text study and group discussion, to foster active learning - Students will also be expected to read the core texts and to maintain a learning journal Assessment <i>Formative assessment</i> - Group presentation: 10 minute presentation to peers and tutor, supported by a written handout. 1500 word essay to form part of the PPDP: <i>Summative assessment</i> All assignments within the summative assessment must be passed to pass the module. - A critical reflection on students' experience of preparing and delivering the group presentation 1500 words; 20% of the module grade. [Learning outcome 4] - One 3,500 word essay: 80% of the module grade. [Learning outcomes 1-3]
14.	Assessment weighting	A) Critical Reflection 20% B) Essay 80%
15.	Length of exam	N/A

16.	Learning materials	Core reading: Bazak, A. (2020) 'The Sins of Biblical Figures' on <i>To This Very Day: Fundamental Questions in Bible Study</i>, Maggid Books, 431-471. Helfgot, N. (2012). <i>Between Heaven and Earth: Curricula, Pedagogical choices, Methodologies, and Values in the Study and Teaching of Tanakh</i>, in <i>Mikra and Meaning: Studies in Bible and Its Interpretation</i> (pp.1-53). Maggid Books. Saks, J & Handelman, S. (Eds.) 2003). <i>Wisdom From All My Teachers: Challenges and initiatives in Contemporary Torah Education</i>. Urim Publications. Pears, R. & Shields, G. (2016) <i>Cite Them Right: The Essential Referencing Guide</i>. Palgrave Macmillan Recommended readings include: Adler, Y.F. (2014) <i>Preventing Discrimination in the admission of students in Yeshiva institutions</i>, in Morashat Kehillat Yaakov, Michael Pollak, pp.245-257, Maggid Books Berger, D. (2005) 'Jews, Gentiles and the Modern Egalitarian Ethos: Some Tentative Thoughts' in <i>Formulating Responses in the Egalitarian Age</i>, Marc D. Stern (ed.), Orthodox Forum Series – Yeshiva University Press, pp.1-41 Berman, J. (2020) 'The Rabbinic Mandate to Understand the Torah in Ancient Near Eastern Context' in ANI MAAMIN: Biblical Criticism, Historical Truth, and the Thirteen Principles of Faith, Maggid Books, 3-12. Bieler, J. (2005) 'Modern Orthodox Jewish Day Schools and Non-Jews' <i>Formulating Responses in an Egalitarian Age</i>, Marc D. Stern (ed.), Orthodox Forum Series – Yeshiva University Press, pp.181-209 Besdin, A. R. (1979) <i>Reflections of the Rav: Lessons in Jewish Thought</i> Chapter 15 'Engaging the Heart and Teaching the Mind' pp.160-168 Blidstein, G. (1997) 'Rabbinic Judaism and General Culture: Normative Discussion and Attitudes' in <i>Judaism's Encounter with Other Cultures: Rejection or Integration?</i> Jacob Schacter (editor), Jason Aronson, p.1-26 Elior, R. (2012) 'The Dead Sea Scrolls – Who wrote them, when and why?' in, <i>Studies in Spirituality</i>, Vol.21 p.45-66
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		Helfgot, N. (2012). <i>Mikra and Meaning: Studies in Bible and its Interpretation</i> (pp.1-53). New Milford: Maggid Books. Holtz, B.W. (2013) 'A Map of Orientations to the teaching of the Bible' (chapter 2) in <i>Turn it and turn it again: Studies in the teaching and learning of classical Jewish texts</i>, (eds.) Levisohn J.A. & Fendrick S.P., Academic Studies Press Jakobovits, I. (1998) 'Two domains in education: Limmud and Chinuch' in <i>Mishnat HaSar</i>, Mosad Harav Kook, pp.227-234 Kotler, A. (2000). <i>How to teach Torah</i>. (Y. Leiman, Trans.) Torah Umesorah Publications. Lamm, N. (2003) 'Knowing vs. Learning: Which takes precedence?' in <i>Wisdom From All My Teachers</i>, Jeffrey Saks and Susan Handelman, Urim (ATID) pp.15-23 Levi, Y. (1990) <i>Torah Study: A Survey of Classic Sources on Timely Issues</i>, Feldheim] Lichtenstein, A. (2003) 'The End of Learning' in <i>Leaves of Faith: The World of Jewish Learning</i>, Ktav chapter 5, p.105-117. Nataf, F. (2009) 'An Educational Manifesto' <i>Conversations</i>. Spring 2009/5769. Issue 4, pp.77-84 Reisman, Y. (2009) 'Defining Chinuch' in <i>Pathways of the Prophets</i>, Artscroll Mesorah Rosenak, M. (1991) 'Towards a Curriculum for the Modern Orthodox School' in <i>Orthodoxy Confronts Modernity</i>, Jonathan Sacks, Ktav, in association with Jews' College Secunda, S. (2013) <i>The Iranian Talmud: Reading the Bavli in Its Sasanian Context</i>, University of Pennsylvania Press, chapter 1 Soloveitchik, H. (1994). 'Rupture and Reconstruction: The Transformation of Contemporary Orthodoxy.' <i>Tradition</i>, 28(4), 64-130. Wolowolsky, J. (2001). <i>Women and the Study of Torah: Essays from the pages of Tradition</i>. Ktav Publishing House.
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17.	Module run	Term 1

JED 701
Teaching and Learning in Jewish Education

1.	Short code	JED 701
2.	Title	Teaching and Learning in Jewish Education
3.	Level	7
4.	Credit points	30
5.	Start term	January 2025
6.	Subject	Jewish Education
7.	Module Leader	Dr. Helena Miller
8.	Accredited by	N/A
9.	Module restrictions	None
10.	Aims	This module aims to develop student understanding of theoretical approaches to teaching and learning and reflective practice within a Jewish educational context, through critically engaging with research and reflection on their own professional practice, in order to become more effective educators.
11.	Learning outcomes	On completion of this module the successful student will be able to: 1. Outline and critically evaluate key theories of learning and teaching. 2. Apply a complex understanding of theories of learning and teaching to the field of Jewish education. 3. Using a reflective practice approach, identify and critically analyse connections between theory and professional practice in learning and teaching within a Jewish educational context. 4. Clearly communicate complex ideas in writing.
12.	Syllabus	In this module students will study the following: Theories of Learning • The approach to learning of key educational theorists including Piaget, Bruner, Vygotsky, Kohlberg and Gardner • Jewish approaches to learning theory as understood through rabbinic texts and tradition Reflective practice and Jewish pedagogy • Principles and approaches to reflective practice • Relating theory to student areas of educational practice • Evidence-based practice
13.	Learning, teaching and assessment strategy	Learning and Teaching • Activities and resources include lectures to present new and complex information, as well as interactive quizzes,

		lecturer and student presentations and a range of reading materials - Students will undertake prepared tasks, including paired text study and group discussion, to foster active learning - Students will also be expected to read the core texts and to maintain a learning Journal Assessment <i>Formative assessment</i> Students will be required to keep a reflective, professional journal during this module. This may be in writing or alternative means of recording, including audio and video and/or digital media. <i>Summative assessment</i> All assignments within the summative assessment must be passed to pass the module. - A 1,500 word essay, comparing 2 theoretical approaches to teaching and learning, and critically assessing their relevance to Jewish education [Learning outcomes 1 and 4] 25% weighting - A reflective commentary of 3,500 words in length, critically examining an aspect of the students' experience of learning and/or teaching, drawing on relevant theoretical literature as well as entries from the student's professional journal. [Learning outcomes 1-4] 75% weighting
14.	Assessment weighting	A) Essay 25%. B) Reflective commentary 75%
	Coursework (no examination)	100%
15.	Timetabled examination required	NO
16.	Learning materials	Core reading: Jordan A., Carlile O., Stack, A. (2008) <i>Approaches to learning: A guide for teachers</i>, Berkeshire: Open University Press Aubrey K., Riley A. (2019) <i>Understanding & Using Educational Theories</i>, London: Sage Models of reflection - Reflective Practice Toolkit - LibGuides at University of Cambridge Subject Libraries (Accessed 14 August 2024)

	Reflective Writing - Models of Reflection and Reflective Practice London (hee.nhs.uk) (Accessed 14 August 2024) Recommended readings include: Bandura, A. (1971) <i>Social Learning Theory</i>. Morristown, Chicago: General Learning Corporation Bruner, J. (1985) 'Models of the learner.' <i>Educational Researcher</i>, 14 (6), 5 – 8 Clara, M (2015) 'What is Reflection? Looking for Clarity in an Ambiguous Notion'. <i>Journal of Teacher Education</i>, 66, 3, pp 261-271. Dussel, I. (2010) 'Foucault and Education'. In Apple, M.; Ball, S.; Fowler, R. (1985). <i>Stages of Faith</i>. HarperOne Loughran, J.J. (2002) 'Effective Reflective Practice'. <i>Journal of Teacher Education</i>, 53, 1, pp 33-43 (provided electronically). Miller, H, Grant, L. D., & Pomson, A. (2011). <i>International Handbook of Jewish Education</i>. Netherlands: Springer. Moon, J. (2013) <i>A Handbook of Reflective and Experiential Learning: Theory and Practice</i>. London: Routledge Falmer. Moore, A. (2012) <i>Teaching and Learning: Pedagogy, Curriculum and Culture</i>. New York: Routledge Ch. 1 (provided electronically) Nash, R. (1990) 'Bourdieu on Education and Social and Cultural Reproduction'. <i>British Journal of Sociology of Education</i>, 11:4, 431-447 Prawat, R. (2002) 'Dewey and Vygotsky'. <i>Educational Researcher</i>, 31 (5), 16 – 20. Rogers, C. (1959) 'Significant learning: in therapy and in education'. <i>Educational Leadership</i>, 16, 232 – 242 Wenger, E. (2000) <i>Communities of Practice: Learning, Meaning, And Identity</i>. Cambridge, Cambridge University Press Zarum, R. (2014). 'The Curse of Yoav: The Deadly Challenge of Jewish Education' in <i>Morashat Kehillat Yaakov: Essays in Honour of Chief Rabbi Lord Jonathan Sacks</i>. Maggid
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17.	Module run	Term 2

JED 710

Leadership and Management in Jewish Education

1.	Short code	JED 710
2.	Title	Leadership and Management in Jewish Education
3.	Level	7
4.	Credit points	30
5.	Start term	April 2025
6.	Subject	Jewish Education
7.	Module Leader	Rabbi Dr. Raphael Zarum
8.	Accredited by	N/A
9.	Module restrictions	None
10.	Aims	This module aims to enable students to progress to more senior leadership roles in Jewish educational settings, whether as professional or as lay leaders. Students will learn to integrate Jewish values and teachings with secular theoretical perspectives, critically evaluate both theory and practice, and begin to develop their individual approaches to creating and sustaining an educational vision. Students will be able to critically analyse their organisation and its context and then choose, from a range of theoretical models, the most effective approaches to building and sustaining an effective organisation.
11.	Learning outcomes	Upon completing this module, successful students will be able to: 1. Critically discuss and use relevant values (Jewish, secular, and personal) within relevant social, cultural, religious, and organisational contexts. 2. Create a personal vision/mission statement for their role as a Jewish educator or educational leader. 3. Critically reflect on vision/mission/values statements. 4. Critically evaluate different theoretical models of leadership and management and assess their appropriateness for a Jewish educational organisation.

12.	Syllabus	In this module students will evaluate: • Organisational values, purposes, processes, and visions • Theoretical perspectives on the construction and implementation of an educational vision • Critical analysis of different leadership models, including transformational, distributive, collaborative, and transactional approaches, and their suitability in the context of Jewish educational institutions. • The move from hero leadership towards shared, distributed and distributive leadership Areas of particular focus will include: • Examining the role of the reflective practitioner in constructing, evaluating and developing an educational vision. • Creating a vision that includes a full diversity of stakeholders. • Critically evaluating the debate around the effectiveness of educational institutions and examining, in particular, the literature of organisational effectiveness and organisational improvement.
13.	Learning, teaching and assessment strategy	Learning and teaching • Activities and resources include lectures to present new and complex information, as well as interactive quizzes, PowerPoint presentations and a range of reading materials • Students will undertake prepared tasks, including paired text study and group discussion, to foster active learning • Students will also be expected to read the core texts and to maintain a learning journal Assessment <i>Formative assessment</i> Individual presentation (approximately 10 mins) followed by questions, discussion and peer/tutor feedback. This presentation will serve as an opportunity for formative feedback on Summative Assessment number 3. <i>Summative assessment</i> All assignments within the summative assessment must be passed to pass the module. 1. Poster presentation and critical reflection (10%) [Learning outcomes 2 and 3]

		2. One essay of 1,00 words (20%) Drawing on theoretical frameworks, critically discuss and evaluate two key leadership-related concerns in the successful functioning and development of Jewish educational organisations. [Learning outcomes 1 and 4]. 3. A 3,500 word essay (70%): [Learning outcomes 1, 3, and 4] Critically analyse the vision, mission and values of a Jewish educational organisation with which the student is familiar. This should be done in relation to the relevant external and organisational contexts as well as the student's personal values and individual vision/mission statement.
14.	Assessment weighting	A) Poster presentation 10% B) Oral group presentation 40% C) Essay 50%
	Coursework (no examination)	100% coursework
15.	Timetabled examination required	NO
16.	Learning materials	Core reading: Berger, B., Bernstein, P., Bryfman, D., Fingerman, J., Hartman, A., Heller Stern, M. & Wachsstock, S. (2020) 'COVID-Keepers: Jewish Education Leaders on the Possibilities Emerging from the Pandemic', eJewish Philanthropy website (23.11.20) https://ejewishphilanthropy.com/covid-keepers-jewish-education-leaders-on-the-possibilities-emerging-from-the-pandemic [Accessed 14 August 2024] Fox, S., Scheffler, I., & Marom, D. (Eds.) (2003). <i>Visions of Jewish Education</i>. Cambridge: Cambridge University Press. Pekarsky, D. (2011). 'Visions in Jewish Education.' In H. Miller, L. D. Grant, & A. Pomson (Eds.), <i>The International Handbook of Jewish Education</i> (pp. 319-333). London: Springer. Recommended reading: Coleman, M. (2005). 'Theories and Practice of Leadership: An Introduction.' In M. Coleman & P. Earley. <i>Leadership and</i>

		<i>Management in Education</i> (pp. 6-25). Oxford: Oxford University Press. Gray, D. E. (2007). 'Facilitating Management Learning, Developing Critical Reflection through Reflective Tools.' <i>Management Learning</i>, 38(5), 495-517. Moller A.S. (2018) 'Professionalism in Jewish Educational Leadership – A Working Definition', Consortium of Jewish Day Schools Website (28.11.18) https://www.cojds.org/2018/11/28/professionalism-in-jewish-educational-leadership-a-working-definition/ (Accessed 14 August 2024) Sacks, J. (2012, June 14). 'Seven Principles of Jewish Leadership.' <i>The Jerusalem Post</i>. Available at: http://www.jpost.com/Magazine/Opinion/Seven-principles-of-Jewish-leadership. Sacks, J. (2015) <i>Lessons in Leadership: A Weekly Reading of the Jewish Bible</i>, Maggid Koren. Sergiovanni, T. J. (2007). <i>Rethinking Leadership: A Collection of Articles</i> (pp. 72-81). Thousand Oaks, Ca.: Corwin Press. Schein, E. H. (2010). <i>Organizational Culture and Leadership</i>. San Francisco: Jossey-Bass.
17.	Module run	Term 3

JED 711**Advanced Leadership and Management in Jewish Education**

1.	Short code	JED 711
2.	Title	Advanced Leadership and Management in Jewish Education
3.	Level	7
4.	Credit points	30
5.	Start term	TBC
6.	Subject	Jewish Education
7.	Module Leader	Rabbi Dr. Raphael Zarum
8.	Accredited by	N/A
9.	Module restrictions	
	(a) Pre-requisite	JED710 is a prerequisite
10.	Aims	This module aims to enable students to begin to develop skills as independent researchers, and to undertake a small-scale research project using case study methodology. As part of this process, students will further develop their leadership and management knowledge and skills so that they can successfully implement and monitor the necessary changes in most educational organisations, in which they work. Building on the knowledge acquired in JED 710, students will develop an in-depth understanding of key aspects of the theoretical and practical literature on change leadership. Upon successful completion of this module, students should be able to define their work situation through a variety of theoretical lenses, devise a plan to change the organisation as necessary to achieve a shared vision/mission, and implement and monitor the necessary changes in the most appropriate and effective ways possible for the benefit of all stakeholders.

11.	Learning outcomes	On completion of this module the successful student will be able to: 1. Plan and carry out a small-scale research project using case study methodology. 2. Identify, demonstrate complex understanding of, and critically reflect on, ethical issues that may arise in the process of undertaking a case study. 3. Critically reflect on the range of strategic leadership challenges and opportunities that leaders of Jewish education institutions face in developing and implementing their educational vision. 4. Critically consider a variety of political and other organisational factors that ensure an educational vision is implemented effectively through appropriate organisational management, including ,managing people and other organisational resources. 5. Critically assess different theories of change management and their relevance to Jewish educational contexts. 6. Apply a complex and systematic understanding of change management to create detailed plans for change processes for projects and institutions.
12.	Syllabus	In this module students will study: • The effective implementation of an educational vision and how this relates to the ability and/or necessity for the organisation to change. • Theoretical perspectives on effective change leadership. • How to evaluate the unique characteristics of an educational institution, including the range and interests of stakeholders. • Creating change management plans to allow an organisation to achieve a shared vision/mission.
13.	Learning, teaching and assessment strategy	Teaching and Learning • Activities and resources include lectures to present new and complex information, as well as interactive quizzes, PowerPoint presentations and a range of reading materials • Students will undertake prepared tasks, including paired text study and group discussion, to foster active learning • Students will also be expected to read the core texts and to maintain a learning Journal on Moodle. Assessment <i>Formative assessment:</i> 1. 15 minute presentation of the case study plans 2. Case study proposal maximum 1000 words

		10 minute individual oral presentation, followed by questions, discussion, and peer/tutor feedback. This presentation will serve as an opportunity for formative feedback on the summative assessment they will submit at the end of the term. <i>Summative assessment:</i> A 5,000 word case study. . [Learning outcomes 1- 5] (100%)
14.	Assessment weighting	Case Study 100%
	Coursework (no examination)	100%
15.	Timetabled examination required	NO
16.	Learning materials	Core reading: Wallace, M., & Tomlinson, M. (2010). 'Contextualising Leader Dynamics: How Public Service Leaders Endeavour to Build Influence.' <i>Leadership</i>, 36(1), 21-45. Woocher, J. S. (2011). 'Planning for Jewish Education in the Twenty-First Century: Toward a New Praxis.' In H. Miller, L. D. Grant, & A. Pomson (Eds.), <i>The International Handbook of Jewish Education</i>. (pp. 247-266). London: Springer. Yin, R. K. (2014). <i>Case study research: Design and methods</i>. New York: Sage. (5th edition). Recommended reading: Freundel S. (2019) 'Listening to Day School Dreams', <i>HAYIDION: The Prizma Journal</i>, Fall 2019, 60-61 Hassenfeld, Z.R. (2018) 'Putting Students Front and Center in the Hebrew Bible Classroom: Inquiry-Oriented Pedagogy in the Orthodox and Liberal Classroom', <i>Journal of Jewish Education</i>, 84:1, 4-31 Levisohn, J.A. & Kress, J.S. (2018) 'Subject-Specific Learning Versus Jewish-Developmental Outcomes in Jewish Education: What Should We Aim For?' in <i>Advancing the Learning Agenda in Jewish Education</i>. Levisohn, J.A. & Kress, J.S. (Eds.). Academic Studies: Boston, 205-220

		Barker, B. (2007). 'The Leadership Paradox: Can School Leaders Transform Student Outcomes?' <i>School Effectiveness and School Improvement</i> 18 (1), 21-43. Bass, B. (1998). <i>Transformational Leadership: Industrial, Military, and Educational Impact</i> (pp. 151-161). Mahwah, NJ: Lawrence Erlbaum Associates. Cox, K. (2010). <i>Distributing and Sustaining Leadership</i>. Leicester: Association of School and College Leaders. Louise, K. S. (2012). 'Learning Communities in Learning Schools: Developing the Social Capacity for Change.' In C. Day (Ed.), <i>International Handbook of Teacher and School Development</i> (pp. 477-492). Abingdon and New York: Routledge. Perry, J. L., Engbers, T. A., & Jun, S. Y. (2009). 'Back to the Future? Performance-Related Pay, Empirical Research, and the Perils of Persistence.' <i>Public Administration Review</i>, 69, 39–51. Pomson, A. (2009). 'Jewish Schools, Jewish Communities: A Reconsideration.' In A. Pomson & H. Deichter (Eds.), <i>Jewish Day Schools, Jewish Communities</i>. Oxford: The Littman Library of Jewish Civilization.
17.	Module run	Term 4

JED 720
Pedagogy of Jewish Studies

1.	Short code	JED 720
2.	Title	Pedagogy of Jewish Studies
3.	Level	7
4.	Credit points	30
5.	Start term	April 2025
6.	Subject	Jewish Education
7.	Module Leader	Rabbi Dr Raphael Zarum
8.	Accredited by	N/A
9.	Module restrictions	None
10.	Aims	This module aims to develop students' critical perspective on key pedagogic issues for Jewish schools, with particular emphasis on curriculum. Synthesising and applying theory to develop new approaches, it will explore visions of Jewish education and key curriculum development issues facing participants working in Jewish primary and secondary schools. Students will be able to develop specialised knowledge of a selected area of Jewish studies pedagogy and curriculum development.
11.	Learning outcomes	On completion of this module the successful student will be able to: 1. Critically analyse different approaches to curriculum, in particular curriculum as product, process or praxis 2. Critically apply the concept of the 'hidden curriculum' to school-based procedures, processes and interactions and critically analyse its impact on explicit curriculum outcomes 3. Critically discuss the relationship between theories of curriculum design and theories of learning, and critically evaluate the relevance of theories of curriculum design to Jewish education 4. Critically evaluate an example of a curriculum unit in a selected area of Jewish studies, with particular reference to intended outcomes and approaches to differentiation 5. Create and critically analyse a learning sequence, drawing on a broad range of relevant theoretical literature. 6. Critically reflect on a personal vision/mission statement for their role as a Jewish educator or educational leader.
12.	Syllabus	In this module students will study: • Key theories and Jewish approaches to pedagogy and curriculum. • Visions of Jewish education. • Politics, class and gender: understanding curriculum in context. • Formal, informal and experiential education in Jewish schools. • Creating new models of Jewish curricula. • Action research approaches to curriculum development. • Integration of secular studies and Jewish studies.

13.	Learning, teaching and assessment strategy	Learning and Teaching - Activities and resources include lectures to present new and complex information, as well as interactive quizzes, PowerPoint presentations and a range of reading materials - Students will undertake prepared tasks, including paired text study and group discussion, to foster active learning - Students will also be expected to read the core texts and to maintain a learning journal Assessment <i>Formative assessment</i> 15 minute presentation – Present a lesson plan for an age group and setting of your choice. <i>Summative assessment</i> All assignments within the summative assessment must be passed to pass the module. 1) Poster presentation and critical reflection, to form part of the PPDP. (10%) [Learning outcome 6] 2) One 2,000 word essay (40%) . [Learning outcomes 1 to 4] 3) Curriculum unit (50%) . [Learning outcome 5]
14.	Assessment weighting	A) Poster presentation and critical reflection 10% B) Essay 40%. C) Curriculum unit and rationale 50%
	Coursework (no examination)	100% coursework
15.	Timetabled examination required	NO
16.	Learning materials	Core reading: Fox, S., Scheffler, I., & Marom, D. (Eds.) (2003). <i>Visions of Jewish Education</i>. Cambridge: Cambridge University Press. Schiro, M. (2007). <i>Curriculum Theory: Conflicting Visions and Enduring Concerns</i>. Thousand Oaks, Ca.: Sage Publications. Recommended readings include:

		Freundel S. (2019) 'Listening to Day School Dreams', <i>HAYIDION: The Prizma Journal</i>, Fall 2019, 60-61 Goodman, R. L., & Katzew, J. (2011). 'Curriculum Development: What We Can Learn from International Curricula.' In H. Miller, L. D. Grant & A. Pomson (Eds.). <i>The International Handbook of Jewish Education</i> (pp. 63-82). London: Springer. Hassenfeld, Z.R. (2018) 'Putting Students Front and Center in the Hebrew Bible Classroom: Inquiry-Oriented Pedagogy in the Orthodox and Liberal Classroom', <i>Journal of Jewish Education</i>, 84:1, 4-31 Helfgot, N. (Ed.) (2009). 'Special Edition on Modern Orthodox Education.' <i>Meorot</i>, 7(2), 1-99. Available at: http://www.yctorah.org/component/option,com_docman/task,doc_view/gid,951/ Holtz, B. W. (2006). 'Across the Divide: What Might Jewish Educators Learn from Jewish Scholars?' <i>Journal of Jewish Education</i>, 72(1). Kohn, E. (2011) "What should I have learned as a Jew after 12 years in a Jewish school? A Curriculum study of Centrist-Orthodox Jewish day Schools in the UK", <i>International Journal of Jewish Education Research</i>, 2011, (3), 35-63. Kohn E. (2004) "Curriculum Development in Jewish Day Schools- How Can We Make it Work?" <i>Jewish Educational Leadership</i>", Winter 2004 (2) Reference: http://www.lookstein.org/online_journal.php?id=47 (Accessed 14 August 2024) Levisohn, J.A. & Kress, J.S. (2018) 'Subject-Specific Learning Versus Jewish-Developmental Outcomes in Jewish Education: What Should We Aim For?' in <i>Advancing the Learning Agenda in Jewish Education</i>. Levisohn, J.A. & Kress, J.S. (Eds.). Academic Studies: Boston, 205-220 Wiggins, G., & McTighe, J. (2011). <i>The Understanding by Design guide to creating high-quality units</i>. Alexandria, VA: ASCD. Ricketts, A. (2013) "The Five Commonplaces: A Curriculum Analysis and Its implications for Teacher Education" in <i>Pennsylvania Teacher Educator</i> 12, 29-36
17.	Module run	Term 3

JED 725
Pedagogy of Jewish History

1.	Short code	JED 725
2.	Title	Pedagogy of Jewish History
3.	Level	7
4.	Credit points	30
5.	Start term	April 2025
6.	Subject	Jewish Education
7.	Module Leader	Rabbi Dr. Raphael Zarum
8.	Accredited by	N/A
9.	Module restrictions	None
10.	Aims	This module is intended to enable experienced educators and leaders to gain a critical understanding of the main fields of theory in the teaching of Jewish history. Different ideological and methodological approaches to this topic will also be covered. The module also covers the main debates in historiography and how they impact on the teaching of Jewish history. Students will be given the opportunity to articulate a personal vision of for teaching Jewish history, formulate strategies for its implementation and develop educational strategies to meet the evolving needs of the field. Students will be encouraged to share their knowledge with other practitioners, for example through presentations to the LSJS teacher training and adult education faculties.
11.	Learning outcomes	On completion of this module the successful student will be able to: 1. Critically analyse the methods and approaches of teaching Jewish history 2. Critically analyse the impact of settings on the teaching of Jewish history. 3. Critique, synthesize and apply theories and concepts from a variety of academic disciplines and critically evaluate their relevance to the teaching of Jewish history. 4. Create and critically analyse a sequence of learning for a specific Jewish history course in a setting of the student's choice. 5. Critically reflect on their individual vision and mission as a Jewish history educator or educational leader.
12.	Syllabus	This module will address the following issues: • The history and development of Jewish history as a discipline • The influence of historiography on the teaching of Jewish history including memory studies and revisionism • The changing purposes, ideologies and agendas in the teaching of Jewish history. • Contemporary settings for the teaching of Jewish history, including cultural centres, university courses, Jewish history tours and travel • The role and vision of the educator in the teaching of Jewish history. • The impact of new technology on the teaching of Jewish history.

		- Educational issues in the teaching of particular topics in modern Jewish history such as Emancipation, Anti-Semitism, Holocaust and the State of Israel - A review of current research into the teaching of Jewish history
13.	Learning, teaching and assessment strategy	Learning and Teaching - Activities and resources include lectures to present new and complex information, as well as interactive quizzes, PowerPoint presentations and a range of reading materials - Students will undertake prepared tasks, including paired text study and group discussion, to foster active learning - Students will also be expected to read the core texts and to maintain a learning journal Assessment Strategy <i>Formative Assessment</i> 15 minute presentation, followed by discussion and peer/tutor feedback: Critically analyse a specific setting in which Jewish history is taught. <i>Summative Assessment</i> All assignments within the summative assessment must be passed to pass the module. - Poster presentation and critical reflection, to form part of the PPDP. (10%) [Learning outcome 5] - One essay of 2,000 words: (40%) [Learning outcomes 1 and 3] - Curriculum unit (50%) Design a curriculum unit of 3-5 lessons for a specified. [Learning outcomes 2 and 4]
14.	Assessment weighting	A) Poster presentation and critical reflection 10% B) Essay 40%. C) Curriculum unit and rationale 50%
	Coursework (no exam)	100% coursework
15.	Timetabled examination required	N/A
16.	Learning materials	Core reading: Yerushalmi, Y.H. (1996), <i>Zakhor: Jewish History and Jewish Memory</i>, Washington: University of Washington Press (reissue edition) Meyer, M.A. (1988) <i>Ideas of Jewish History</i>, New York: Behrman House Publishers Dawidowicz, L. (1995) <i>What is the Use of Jewish History?</i> New York: Schocken Books Recommended readings include:

	Ben-Sasson, H. (1985) <i>A History of the Jewish People</i> Harvard: Harvard University Press Bernstein, D. (2017) 'A Study of the Teaching of Jewish History in Modern Orthodox Yeshivah High Schools', The Lookstein Center for Jewish Education, Bar Ilan University. Available at: http://www.lookstein.org/professional-dev/study-teaching-jewish-history-modern-orthodox-yeshivah-high-schools/ (Accessed 14 August 2024) Meyer, M. (2013) 'Where Does the Modern Period of Jewish History Begin?' <i>Jewish Ideas Weekly</i> 18-25.2.13. Available at: http://www.jewishideasdaily.com/wp-content/uploads/2013/01/JI WEEKLY_0125p2.pdf (Accessed 14 August 2024) Gavriely-Nuri, D. (2014) 'Collective memory as a metaphor: The case of speeches by Israeli prime ministers 2001–2009', <i>Memory Studies</i> Vol 7(1) 46–60 Available at: http://journals.sagepub.com/doi/pdf/10.1177/1750698013497953 (Accessed 14 August 2024) Stroumsa, G.G. (2016) 'Religious memory, between orality and writing', <i>Memory Studies</i>, Vol. 9(3) 332–340 Available at: http://journals.sagepub.com/doi/pdf/10.1177/1750698013497953 (Accessed 14 August 2024) Ben-Josef Hirsch, M. (2007) 'From Taboo to the Negotiable: The Israeli New Historians and the Changing Representation of the Palestinian Refugee Problem', <i>Perspectives on Politics</i>. 5 (2): 241–258. Jacobs B. & Shem-Tov, Y. (2011) 'Issues in the teaching and learning of Jewish history', in Miller, H., Grant, L.D., Pomson, A. (Eds) <i>The International Handbook for Jewish Education</i>, Netherlands: Springer Rosman, M. (2007) <i>How Jewish is Jewish history?</i> Littman Library Dimont, M.I. (2007) <i>Jews, God, and History</i>. London: Bravo Provan, I. Long, V.P., and Longman III, T. (2003) <i>A Biblical History of Israel</i>, Westminster John Knox Press (WJK) Baron, S.W. (1952-83) <i>A Social and Religious History of the Jews</i>, 18 vols. New York: Columbia University Press. Mendes-Flohr, P.R. and Reinharz, J. eds. (1995), <i>The Jew in the Modern World: A Documentary History</i>. New York: Oxford University Press
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17.	Module run	Term 3
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JED 730
Adult Jewish Education

1.	Short code	JED 730
2.	Title	Adult Jewish Education
3.	Level	PG
4.	Credit points	30
5.	Start term	April 2025
6.	Subject	Jewish Education
7.	Module Leader	Rabbi Dr Raphael Zarum
8.	Accredited by	N/A
9.	Module restrictions	None
10.	Aims	This module aims to enable experienced educators and leaders to gain an in-depth understanding of the body of theory informing the field of adult Jewish learning. They will have the opportunity to master the methodologies, strategies and contexts of informal Jewish learning that are at the heart of adult Jewish education. The module will enable students to articulate a personal vision of adult Jewish education and formulate strategies for its implementation and develop educational strategies to meet the evolving needs of the field. Students will be encouraged to share their knowledge with other practitioners, for example through presentations to the LSJS adult education faculty.
11.	Learning outcomes	On completion of this module the successful student will be able to: 1. Critically analyse the state of and challenges to adult Jewish education globally as well as in their own communities. 2. Critically analyse the impact of settings on adult Jewish education. 3. Critique, synthesize and apply theories and concepts from a variety of academic disciplines and critically evaluate their relevance to adult Jewish education. 4. Create and critically analyse a sequence of learning for a specific Jewish adult education setting of the student's choice. 5. Critically reflect on their individual vision and mission as a Jewish adult educator or educational leader.
12.	Syllabus	This module begins with an in-depth analysis of the context of adult Jewish education, addressing the following issues and questions: • Differences between adult learning and school contexts. • The demographics of adult Jewish learning. • Adult Jewish learning and Jewish identity • The role of the educator in adult education. • The impact of new technology on Jewish adult education • Jewish family education • After exploring these contextual issues, we will investigate different philosophical approaches to adult Jewish education, with particular emphasis on the approach outlined by Franz Rosenzweig. Students will have the opportunity to articulate their own vision for adult Jewish education in their community.

13.	Learning, teaching and assessment strategy	Learning and Teaching - Activities and resources include lectures to present new and complex information, as well as interactive quizzes, PowerPoint presentations and a range of reading materials - Students will undertake prepared tasks, including paired text study and group discussion, to foster active learning - Students will also be expected to read the core texts and to maintain a learning journal Assessment Strategy <i>Formative Assessment</i> 15 minute presentation, followed by discussion and peer/tutor feedback, critically analysing a specific Jewish adult education setting. <i>Summative Assessment</i> All assignments within the summative assessment must be passed to pass the module. - Poster presentation and critical reflection, to form part of the PPDP. (10%) [Learning outcome 5] - One essay of 2,000 words: (40%) [Learning outcomes 1 and 3] - Curriculum unit (50%) a 1500 word rationale drawing on relevant theory and analysing the impact of setting on your curricular choices. [Learning outcomes 2 and 4]
14.	Assessment weighting	A) Poster presentation and critical reflection 10% B) Essay 40%. C) Curriculum unit and rationale 50%
	Coursework (no examination)	100% coursework
15.	Timetabled examination required	N/A

16.	Learning materials	Core reading: Fox, S., Scheffler, I., & Marom, D. (Eds.) (2003). <i>Visions of Jewish Education</i>. Cambridge: Cambridge University Press. Schuster, D. T. (2003). <i>Jewish Lives, Jewish Learning: Adult Jewish Learning in Theory and Practice</i>. New York: UAHC Press. Schiro, M. (2007). <i>Curriculum Theory: Conflicting Visions and Enduring Concerns</i>. Thousand Oaks, Ca.: Sage Publications. Recommended readings include: Ancil, E. J., Parkay, F. W., & Hass, G. J. (2013). <i>Curriculum Leadership</i>. (10th edn.). London: Pearson. Brookfield, S. (1986). <i>Understanding and Facilitating Adult Learning</i>. San Francisco, Ca.: Jossey-Bass. Brown E. (2019) 'The Relationship of Vulnerability to Religiosity in the Adult Jewish Learner', <i>Religions</i> 10(5), 307 Chazan, B. (2003). 'The Philosophy of Informal Jewish Education.' <i>Infed encyclopaedia</i>. Available at: http://www.infed.org/informaljewisheducation/informal_jewish_education.htm Davies, B., Davies B.J., & Ellison, L. (2006) <i>Success and Sustainability: Developing the Strategically Focused School</i>. Nottingham: NCSL. Davies, B. and Ellison, L. (2005). <i>Strategic Development and Direction of the School</i>. London: Pitman. Deal, T. and Peterson, K. (1999). <i>Shaping School Culture: The Heart of Leadership</i>. San Francisco: Josey Bass. Garratt, B. (2003). <i>Developing Strategic Thought</i>. London: McGraw-Hill. Knowles, M. S. (1980). <i>The Modern Practice of Adult Education: From Pedagogy to Andragogy</i>. (2nd ed.). Chicago, Ill.: Follett. Resnick, D.P. & Resnick, L.B. (2018) 'Old Traditions, New Practices: A Proposal for a Return to Text Study as a Centerpiece of Jewish Community and Family Life' in <i>Advancing the Learning Agenda in Jewish Education</i>. Levisohn, J.A. & Kress, J.S. (Eds.) Academic Studies: Boston, 73-93
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		Ricketts, A. (2013) "The Five Commonplaces: A Curriculum Analysis and Its implications for Teacher Education" in <i>Pennsylvania Teacher Educator</i> 12, 29-36 Simonson, R. (2011). 'Limmud: A Unique Model of transformative Jewish Learning.' In H. Miller, L. D. Grant & A. Pomson (Eds.). <i>The International Handbook of Jewish Education</i> (pp. 861-877). London: Springer. Wiggins, G., & McTighe, J. (2011). <i>The Understanding by Design guide to creating high-quality units</i>. Alexandria, VA: ASCD. Simonson, R. (2011). 'Limmud: A Unique Model of transformative Jewish Learning.' In H. Miller, L. D. Grant & A. Pomson (Eds.). <i>The International Handbook of Jewish Education</i> (pp. 861-877). London: Springer. Zarum, R (2005) <i>Curriculum Production for Traditional Adult Jewish Education</i>. Dissertation for Masters in Adult & Continuing Education, submitted to Institute of Education, London (Please ask Rafi to access the publication)
17.	Module run	Term 3

JED 731
Informal Jewish Education

1.	Short code	JED 731
2.	Title	Informal Jewish Education
3.	Level	PG
4.	Credit points	30
5.	Start term	TBA
6.	Subject	Jewish Education
7.	Module Leader	Rabbi Dr Raphael Zarum
8.	Accredited by	N/A
9.	Module restrictions	None
10.	Aims	This module aims to enable students to begin to develop skills as independent researchers, and to undertake a small-scale research project using case study methodology. As part of this process, students will gain an in-depth knowledge and understanding of the field of informal Jewish education. Students will also develop specialised knowledge of strategic planning, policy development, and impact measurement and evaluation, as they relate to informal Jewish education contexts. As there are relatively few published studies of this area, students will be extending the boundaries of knowledge in this field. They will be encouraged to disseminate knowledge they gain to other informal education practitioners in the field, though, for example, presentations to Jewish youth movement workers, and to continue with research in this field, through the dissertation module and/or after completing their studies.
11.	Learning outcomes	On completion of this module the successful student will be able to: 1. Plan and carry out a small-scale research project using case study methodology. 2. Identify, demonstrate complex understanding of and critically reflect on ethical issues that may arise in the process of undertaking a case study. 3. Critically evaluate and apply the theory and literature on informal Jewish education to a specific educational context. 4. Critically analyse challenges and issues in the practical application and delivery of informal Jewish education using a case study approach. 5. Critically discuss complex issues in Jewish community research, strategic planning and evaluation in informal Jewish education and related areas.

12.	Syllabus	In this module students will study: • Theory and practice in informal education in a Jewish context: the seminal work of Chazan and guiding principles to define informal Jewish education and its settings and context. • Issues and challenges in informal Jewish education, e.g. the goals of informal Jewish education and the distinction between 'formal' and 'informal' Jewish education. • The British Jewish context. An understanding British Jewry today: demography, organisation, leadership and key issues. • The main constituents of the informal Jewish education field: e.g. the youth movements; synagogue-based youth work; Jewish students on campus, international contexts, e.g. Israel and Poland trips • Case studies and evaluating Jewish informal education: examples from research and evaluation; ethical issues in evaluation of case studies in Jewish informal education • Strategic planning, community development and leadership training • Sessions will include lectures to present new and complex information, as well as seminars, workshops and prepared tasks, including paired text study and group discussion, to foster active learning.
13.	Learning, teaching and assessment strategy	Assessment Strategy <i>Formative assessment</i> 1. 15 minute presentation 2. Case study proposal maximum 1000 words <i>Summative Assessment</i> 1. Case study maximum 5000 words 100% [Learning outcomes 1-4]
14.	Assessment weighting	Case study 5000 Words 100%
	Coursework (no examination)	100% coursework
15.	Timetabled examination required	NO
16.	Learning materials	Core reading: Volume 86:2 (2020) <i>Journal of Jewish Education: Adolescence</i> Chazan, B. (2002). 'The World of the Israel Experience.' In H. Goldberg, S. Heilman, & B. Kirshenblatt-Gimblett, <i>The Israel Experience: Studies in Jewish identity and Youth Culture</i> (pp. 5-

		22). Jerusalem: Studio Kavgraph, Andrea and Charles Bronfman Philanthropies. Chazan, B. (2003). 'The Philosophy of Informal Jewish Education.' <i>Infed encyclopaedia</i>. Available at: http://www.infed.org/informaljewisheducation/informal_jewish_education.htm Pomson, A., Gonshor Cohen F., Mattenson, P., Rotem, Z. (2020) Retilting the Playing Field: Emerging Assumptions About How to Engage Jewish Teens today, <i>Journal of Jewish Education</i>, 86:2, pp.130-146 Yin, R. K. (2014). <i>Case study research: Design and methods</i>. New York: Sage. (5th edition). Recommended readings include: Carlowe, M. et al (2003) <i>Long-term Planning for British Jewry: Final Report and Recommendations</i> (2003). London: Institute of Jewish Policy Research. Cohen, S., & Kahn-Harris, K. (2004). <i>Beyond Belonging: The Jewish Identities of Moderately Engaged British Jews</i>. London: UJIA. Graham, D., & Boyd, J. (2011). <i>Home and Away: Jewish Journeys towards Independence. Key Findings from the 2011 National Jewish Student Survey</i>. London: Institute for Jewish Policy Research. Miller, H. (2014) <i>Informal Provision for Young People in the Jewish Community</i>, London: Jewish Leadership Council Sacks, J. (1994). <i>Will We Have Jewish Grandchildren? Jewish Continuity and How to Achieve It</i>. London: Vallentine Mitchell.
17.	Module run	Term 4

JED 735**TEACHING THE HEBREW BIBLE**

1.	Short code	JED 735
2.	Title	Teaching the Hebrew Bible
3.	Level	7
4.	Credit points	30
5.	Start term	TBC
6.	Subject	Jewish Education
7.	Module Leader	Rabbi Dr. Raphael Zarum
8.	Accredited by	N/A
9.	Module restrictions	
	(a) Pre-requisite	
10.	Aims	This module is intended to enable experienced educators and leaders to gain a critical understanding of the main fields of theory in the teaching of the Hebrew Bible. Different ideological and methodological approaches to this topic will also be covered. The module also covers the main debates and tensions between the religious and academic teaching of the Hebrew Bible. Students will be given the opportunity to articulate a personal vision of for teaching the Hebrew Bible, formulate strategies for its implementation and develop educational strategies to meet the evolving needs of the field. Students will be encouraged to share their knowledge with other practitioners, for example through presentations to the LSJS teacher training and adult education faculties.

11.	Learning outcomes	Knowledge On successful completion of this module, the student will be able to: 1. Critically analyse the methods and approaches of teaching the Hebrew Bible 2. Critically analyse the impact of settings on the teaching of the Hebrew Bible 3. Critically reflect on their individual vision and mission as a teacher or educational leader in the field of the Hebrew Bible. 4. Critique, synthesize and apply theories and concepts from a variety of academic disciplines and critically evaluate their relevance to the teaching of the Hebrew Bible. 5. Create and critically analyse a sequence of learning for a specific Hebrew Bible course in a setting of the student's choice.
12.	Syllabus	This module will address the following issues: • The history and development of Hebrew Bible as a discipline • The changing purposes, ideologies and agendas in the teaching of the Hebrew Bible. • Contemporary settings for the teaching of the Hebrew Bible, including synagogues and other religious institutions, cultural centres, university courses, and museums and educational travel • The role and vision of the educator in the teaching of the Hebrew Bible. • The impact of new technology on the teaching of the Hebrew Bible. A review of current research into the teaching of the Hebrew Bible
13.	Learning, teaching and assessment strategy	Teaching and Learning • Activities and resources include audio and/or video lectures to present new and complex information, as well as interactive quizzes, PowerPoint presentations and a range of reading materials • Students will undertake prepared tasks, including paired text study and group discussion, to foster active learning • Students will also be expected to read the core texts and to maintain a learning journal on moodle. Assessment

		<i>Formative assessment:</i> 15-minute online oral presentation, followed by discussion and peer/tutor feedback; Critically analyse a specific setting in which the Hebrew Bible is taught. <i>Summative assessment</i> 1. Poster presentation and critical reflection (10%) [Learning outcome 3] 2. One essay of 2,000 words: (40%) [Learning outcomes 1,2 and 4] 3. Curriculum unit (50%) Design a curriculum unit of 3-5 lessons for a specified Jewish adult education setting and present this along with a 1500 word rationale drawing on relevant theory and analysing the impact of setting on your curricular choices. [Learning outcomes 1, 2 and 5] <table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>																
14.	Assessment weighting	Poster presentation 10% Critical discussion 40% Curriculum unit 50%																
	Coursework (no examination)	100%																
15.	Timetabled examination required	NO																
16.	Learning materials	Core reading: Alter R. & Kermode, F. (eds.) (1990) <i>The Literary Guide to the Bible</i>. Harvard: Cambridge Bazak, A. (2020) <i>To This Very Day: Fundamental Questions in Bible Study</i>, Maggid Books. Cohen, J., Goldfish, M. & Holtz, B. (2019) <i>Studies in Jewish Education: The Oral and the Textual in Jewish Tradition and Jewish Education</i> Magnes Press, Jerusalem, Israel Deitcher, H. (2003) 'Between Angels and Mere Mortals: Nechama Leibowitz's Approach to the Study of Bible Characters', <i>Journal of Jewish Education</i>, 66:1-1 (Spring/Summer 2000), pp. 8-22																

	Hassenfeld, Z (2017) 'Teaching Sacred Texts in the Classroom: The Pedagogy of Transmission and the Pedagogy of Interpretive Facilitation', <i>Journal of Jewish Education</i> 83:4 Holtz, B.W. (2013) 'A Map of Orientations to the teaching of the Bible' (chapter 2) in Levisohn J.A. & Fendrick S.P. (eds.) <i>Turn it and turn it again: Studies in the teaching and learning of classical Jewish texts</i>. Mitchell, T.C. (2016) <i>The Bible in the British Museum: Interpreting the Evidence</i>. The British Museum. London Peerless, S. (2020) <i>To Study and to Teach: The Methodology of Nechama Leibowitz</i>. Urim: Jerusalem Sacks. J and Handelman. S (eds.) (2003) <i>Wisdom From All My Teachers</i>. Jerusalem: Urim Publications Recommended reading: Alter, R. (2011) <i>The Art of Biblical Poetry</i>. Basic Books Alter, R. (2011) <i>The Art of Biblical Narrative</i>. Basic Books Alter, R. (2019) <i>The Art of Biblical Translation</i>. Princeton University Press Berlin. A & Brettler M.Z. (2014) <i>The Jewish Study Bible</i>. Oxford, USA Berman, J. (2017) <i>Inconsistency in the Torah: Ancient Literary Convention and the Limits of Source Criticism</i>. Oxford University Press. Buber, M. (1988) <i>On the Bible</i>, Schocken Books Brettler, M.Z., Enns P. & Harrington, J. (2012) <i>The Bible and the Believer: How to Read the Bible Critically and Religiously</i>. OUP USA Cassuto, U. (2008) <i>The Documentary Hypothesis and the Composition of the Pentateuch</i>. Shalem Press Fant. C.E. & Reddish M.G. (2008) <i>Lost Treasures of the Bible: Understanding the Bible through Archaeological Artifacts in World Museums</i>. Eerdmans: Cambridge Halbertal, M. (1997) <i>People of the Book: Canon, Meaning and Authority</i>. Harvard. Cambridge/London
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		Helfgot, N. (2012) <i>Mikra and Meaning: Studies in Bible and Its Interpretation</i>. Jerusalem: Maggid Books Holtz, B. (2012) <i>Textual Knowledge: Teaching the Bible in Theory and in Practice</i>. JPS Kugel, J.L. (2007) <i>How to Read the Bible: A Guide to Scripture, then and Now</i>. Free Press/Simon & Schuster Lapian, E. (2003) 'Fear of the Forest: Avoiding Meta-Themes and Overviews in Orthodox Bible Education', <i>The Edah Journal</i> 3:2 Leibowitz, N. (1990) 'How to Read a Chapter of Tanakh', in <i>Studies in Jewish Education Volume 5</i>, pp. 35-47 Sacks, J. (2016) <i>Essays on Ethics: A Weekly Reading of the Jewish Bible</i>. Maggid Books Zornberg, A.G. (2011) <i>The Murmuring Deep: reflections on the Biblical Unconscious</i>. Schocken Books
17.	Module run	Term 3

JED 740**Models of Jewish Education: Historical and International Contexts**

1.	Short code	JED 740
2.	Title	Models of Jewish Education: Historical and International Contexts
3.	Level	7
4.	Credit points	30
5.	Start term	September 2025
6.	Subject	Jewish Education
7.	Module Leader	Dr. Helena Miller
8.	Accredited by	N/A
9.	Module restrictions	None
10.	Aims	This module aims to enable students to begin to develop skills as independent researchers, and to undertake a small-scale research project using case study methodology. As part of this process, students will develop an in-depth understanding of different models of Jewish education and how they are products of the historical and social context in which they operate. There will be an international context, including a focus on Jewish schooling in the UK. By studying the historical, social and political contexts of Jewish schooling in the UK and exploring alternative models which could be effective in this context, students will come to a more general understanding of the impact and constraints of context on Jewish education.
11.	Learning outcomes	On completion of this module the successful student will be able to: 1. Plan and carry out a small-scale research project using case study methodology. 2. Identify, demonstrate complex understanding of and critically reflect on ethical issues that may arise in the process of undertaking a case study. 3. Critically analyse the impact of political and demographic changes, recent and current legislation, and/or other relevant societal factors on Jewish education, using a case study approach. 4. Critically assess the impact of differences in religious ideology on educational practice.
12.	Syllabus	In this module students will study: • UK Jewish education in its historical context • UK Jewish schooling in relation to current social and political contexts, including admission policies, inclusive and equality legislation, free schools and the faith school debate • Differing models of Jewish education • Jewish schooling in an international context

		Case study methodology and ethical considerations
13.	Learning, teaching and assessment strategy	Learning and Teaching - Activities and resources include lectures to present new and complex information, as well as interactive quizzes, PowerPoint presentations and a range of reading materials - Students will undertake prepared tasks, including paired text study and group discussion, to foster active learning - Students will also be expected to read the core texts and to maintain a learning journal Assessment <i>Formative assessment</i> 15 minute presentation - Case study proposal maximum 1000 words <i>Summative Assessment</i> Case study maximum 5000 words 100% [Learning outcomes 1-5]
14.	Assessment weighting	Case study 100%
	Coursework (no examination)	100%
15.	Timetabled examination required	NO
16.	Learning materials	Core reading: Ferziger, A. (2015) <i>Beyond Sectarianism: The Realignment of American Orthodox Judaism</i>. Detroit: Wayne State University Press. Yin, R. K. (2013). <i>Case study research: Design and methods</i>. New York: Sage. (5th edition). Recommended readings include: Adlerstein, Y. (2017) 'The Changing Face of Kiruv', <i>Cross-currents</i> Available at https://cross-currents.com/2007/01/17/the-changing-face-of-kiruv/ (Accessed 14 August 2024).

	Bassey, M. (1999). <i>Case Study Research in Educational Settings</i>. Buckingham: Open University Press. Cohen, S.M (1996) 'De-Constructing the Outreach-In-reach Debate', <i>Jerusalem Papers on Jewish Continuity</i>, Jerusalem: Melton Centre for Jewish Education Cohen, S.M. (1993) '<i>Jewish Outreach: Strategies and Opportunities</i>', New York: The American Jewish Committee and The Nathan Cummings Foundation Cohen, L., Manion, L. and Morrison, K. (2018) <i>Research Methods in Education. 8th Edn</i>. London: Routledge. Commission on Jewish Schools (2008). <i>The Future of Jewish Schools</i>. London: Jewish Leadership Council. Farber, S. (2004) <i>An American Orthodox Dreamer: Rabbi Joseph B. Soloveitchik and Boston's Maimonides School</i>. Brandies University Press Fuchs, I. (2013) 'The Yeshiva as Political Institution', <i>Modern Judaism</i> 33:3 p.357-380 Goodman, R., Flexner, P., & Bloomberg, L. (2008). <i>What Do We Know Now about Jewish Education?</i> Los Angeles, Ca.: Torah Aura Publications. Krasner, J. (2011) <i>The Benderly Boys and American Jewish Education</i>, Boston: Brandeis. (Chapter 1, pp11-35) 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 Pub. Mendelsson, D. (1992). 'Between Integration and Separation': <i>The History of Anglo-Jewish Education 1944-48</i>. Oxford: Peter Lang. Miller, H. (2007). 'Meeting the Challenge: The Jewish Schooling Phenomenon in the UK.' <i>Oxford Review of Education</i>, 27, 501-51 Pomson, A., & Schnoor, R. F. (2007). <i>Back to School: Jewish Day School in the Lives of Adult Jews</i>. Detroit: Wayne State University Press.
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		Miller, H. (2014) 'Jewish Schools and Britain: Emerging from the Past, Investing in the Future', in J.D. Chapman, S. McNamara, M. Reiss, & Y. Waghid (eds.) <i>International Handbook of Learning, Teaching and Leading in Faith-Based Schools</i>. Dordrecht: Springer, pp. 97-113. Miller .H, Pomson A. and Hachohen Wolf H. (2016) 'Secondary School Choice as a Window on Jewish Faith Schools in Contemporary British Society'. <i>Journal of School Choice</i>, 10(4), pp.537-559. Ofsted (2019) <i>School Inspection Handbook: handbook for inspecting schools in England under section 5 of the Education Act 2005</i>. Available at: https://www.gov.uk/government/collections/education-inspection-framework?#guidance-for-education-providers (Accessed 14 August 2024) Rudomin, Y. (1994) 'A Tale of Three Branches: Kiruv Coming of Age- A Positive View', Jewish Outreach (The Association of Jewish Outreach Professionals). Available at: http://www.jpi.org/ajop.htm (Accessed: 13 August 2017). Stampfer, S. (2014) <i>Lithuanian Yeshiva of the Nineteenth Century: Creating a Tradition of learning</i>, trans. Taylor-Guthartz, L., Littman Library [Chapter 9]
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JED 750
Research Methods and Dissertation

1.	Short code	JED 750
2.	Title	Dissertation
3.	Level	7
4.	Credit points	60
5.	Start term	January 2025
6.	Subject	Jewish Education
7.	Module Leader	Dr Helena Miller
8.	Accredited by	N/A
9.	Module restrictions	None
10.	Aims	This module aims to enable students to develop an in-depth understanding of the scope of contemporary research in Jewish education, and an appreciation of relevant research in education studies. Students will develop their capacity to undertake research in Jewish education, and to make their own contribution to the field through a dissertation or research project. The module also aims to inspire students to keep up to date with research findings. Students should undertake research throughout their careers in education and explore ways of disseminating research (e.g. conference presentations, peer-reviewed professional journals).
11.	Learning outcomes	On completion of this module the successful student will be able to: 1. Critically assess issues in selecting and applying an appropriate research design 2. Identify and critically evaluate a range of ethical issues in conducting a piece of research 3. Assess the relationships as appropriate between theory, research, education policy and practice within a specifically Jewish educational context.
12.	Syllabus	In this module students will study: • Issues in research design: writing a research proposal; sampling, quantitative and qualitative methods, data analysis • The ethics of research: professional ethical frameworks; informed consent; privacy and confidentiality; data management and protection • Writing a dissertation: structure of a dissertation; literature review; presenting data and data analyses; final write-up and editing • Disseminating research: submission of abstracts for conference presentation (posters, oral presentations) or professional journals

13.	Learning, teaching and assessment strategy	Teaching and Learning Teaching and learning support will be offered on-line through a range of resources, including recorded audio and video mini-lectures, Powerpoint presentations, quizzes and checklists, as well as through group seminars and individual research supervision. Students should be allowed 20 to 30 hours to work through the online resources Assessment <i>Formative assessment</i> Students will be expected to submit progress reports and draft thesis sections to their supervisors at regular intervals (at least one per month) e.g. literature review; methods chapter, empirical chapters. <i>Summative assessment</i> All assignments within the summative assessment must be passed to pass the module. A) Research proposal – 1500 words (10%) [Learning outcome 1-2] B) Final dissertation (90%) –15,000 words. [Learning outcomes 2 - 3]
14.	Assessment weighting	A) Research proposal – (10%) B) Dissertation – (90%)
	Coursework (no examination)	100%
15.	Timetabled examination required	N/A
16.	Learning materials	Core reading: Cohen, L., Manion, L. and Morrison, K. (2018) <i>Research Methods in Education. 8th Edn.</i> London: Routledge Descombe, M. (2012) <i>Research Proposals. A Practical Guide.</i> London: McGraw Hill. Thomas, G. (2013) <i>How to do your Research Project. A Guide for Students in Education and Applied Social Sciences.</i> London: Sage. Recommended readings include: Bell, J. and Waters, S. (2014) <i>Doing Your Research Project. A Guide for First Time Researchers.</i> Berkshire: McGraw Hill.

	Biggam, J. (2015) <i>Succeeding with your Master's Dissertation. A step-by-step handbook</i>. 3rd Edn. Berkshire: McGraw Hill Education. Burton, N., Brundrett, M., and Jones, M. (2010) <i>Doing your Education Research Project</i>. 2nd Edn. London: Sage. Cottrell, S. (2014) <i>Dissertations and Project Reports. A Step-by-Step Guide</i>. London: Palgrave Macmillan. David, M. and Hughes, N. (2014) <i>Doing a Successful Research Project. Using Qualitative or Quantitative Methods</i>. 2nd Ed. Hampshire: Palgrave Macmillan. Hartas, D. (2010) <i>Educational Research and Inquiry</i>. London: Bloomsbury. Kumar, R. (2014) <i>Research Methodology</i>. London: Sage. McNiff, J. (2014) <i>Writing and Doing Action Research</i>. London: Sage. Newby, P. (2014) <i>Research Methods for Education</i>. Essex: Pearson. Oliver, P. (2010) <i>Understanding the Research Process</i>. London: Sage. Punch, K. and Oancea, A. (2014) <i>Introduction to Research Methods in Education</i>. London: Sage. Ridley, D. (2012) <i>The Literature Review. A Step-By-Step Guide for Students</i>. London: Sage. Robson, C. (2011) <i>Real World Research</i>. Chichester: Wiley. Sarantakos, S. (2013) <i>Social Research</i>. Hampshire: Palgrave Macmillan. Savin-Baden, M. and Howell Major, C. (2012) <i>Qualitative Research. The Essential Guide to Theory and Practice</i>. Oxon: Routledge. Thomas, G. (2013) <i>How to do your Research Project. A Guide for Students in Education and Applied Social Sciences</i>. London: Sage. Wallace, M. and Wray, A. (2011) <i>Critical Reading and Writing for Postgraduates</i>. London: SAGE.
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		Walshaw, M. (2015) <i>Planning your Postgraduate Research</i> . Hampshire: Palgrave Macmillan.
17.	Module run	Terms 5 and 6 (January – July 2025)