PhD Jewish Education

Programme Handbook

January to December 2027

Online/on campus

In joint partnership with and 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 Middlesex University regulations for doctoral study:

- /media/middlesex-university/about-us-pdfs/Regulations-for-Postgraduate-Research-Study-2025-26.pdf

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.

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Academic Calendar 2027

Key Dates

Programme Voice Group Meetings	Assessment Dates	Graduation Ceremonies
• Thursday 19th November 2026 • Thursday 11th March 2027 • Thursday 18th November 2027	• to be advised as needed	• N/A for 2027

College Closure

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

Public Holiday Closure Dates	Jewish Holiday Closure Dates
• Friday 1st January 2027 • Friday 26th March 2027 • Monday 29th March 2027 • Monday 3rd May 2027 • Monday 31st May 2027 • Monday 30th August 2027 • Monday 27th December 2027 • Tuesday 28th December 2027	• Tuesday 23rd March 2027 • Wednesday 21st April -Thursday 29th April 2027 inc. • Friday 11th June 2027 • Thursday 12th August 2027 • Monday 11th October 2027 • Monday 16th – Friday 22nd October 2027 inclusive

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 PhD 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.

The PhD programme serves those for whom pursuing studies to a higher level after attaining their postgraduate degree is of interest.

Welcome from the Programme Leader

It gives me great pleasure to welcome you to LSJS and to the PhD in Jewish Education. I am excited about the opportunity this higher 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, Director of Postgraduate Studies; Senior Research Fellow

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 PhD Jewish Education is validated by Middlesex University and therefore you are a student of both institutions. Within Middlesex University the PhD 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 joint, validated programme means, in brief, the following:

- You will have access to the Middlesex University library and its' facilities
- If you successfully complete the programme you will receive the Middlesex qualification of PhD Jewish Education.
- You will be invited to 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 PhD 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)

Please also make yourself aware of the postgraduate research study regulations:

- /media/middlesex-university/about-us-pdfs/Regulations-for-Postgraduate-Research-Study-2025-26.pdf

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

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 Further information about academic appeals is available later in this Handbook.

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 Further information about Academic Misconduct is available later in this Handbook.

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(2024)

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.

Please refer to the QAA doctoral Characteristics document:

Characteristics Statement - Doctoral Degrees

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.

Programme Details

Your Programme Team

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 contact Suzanne Wayland on 0208 203 6427 or Suzanne.wayland@lsjs.ac.uk 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.-5.00 p.m. and Thursdays 8a.m.-12.30p.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 –
Thursday 9 am – 11 am



Head of Development and Compliance

Dani Serlin
Dani.serlin@lsjs.ac.uk
Office hours –
Mon – Thurs 9.00 a.m. – 5.00 p.m.
Fridays 9.00 a.m. – 2.00 p.m.

Additional Teaching staff

Professor Joe Mintz
Consultant Lecturer in Education Studies
joseph_mintz@hotmail.com



Dr Mario Moya
Consultant Lecturer in Education Studies
mario.moya@lsjs.ac.uk



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



Dr. Lindsay Simmonds
Consultant Lecturer in Education
drsimmonds@alumni.lse.ac.uk

PHOTO HERE-

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



Administrative staff

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



Paul Gould
Interim Chief Executive Officer
+44(0)208 203 6427
paul.gould@lsjs.ac.uk



Your Programme Team

Throughout your time at Middlesex your Supervisors will be your point of contact to help you through the challenges and celebrations of your academic progress Supervisors are organised by your Department and therefore may operate slightly differently across the University.

Virtual Learning Environment

The LSJS virtual learning environment "e-lsjs" (moodle.lsjs.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.

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).

Link Tutor role description

As stated on the front of this handbook the Link Tutor at LSJS for this programme is Dr. Helena Miller Helena.miller@lsjs.ac.uk and the Link Tutor at Middlesex is Rebecca Lerman r.lerman@mdx.ac.uk Both tutors are jointly responsible for ensuring the programme is delivered according to the

arrangements agreed when it was approved. Both link tutors attend the Programme Voice Group meetings where they hear the views of students on the programme, however you can contact either if you have a query or suggestion at any time.

Your academic supervisor will help you with any academic achievement issues such as time management, planning for tutorials and assessment etc. Additionally, the programme leader should be contacted as needed for any academic or personal issues during your studies at LSJS.

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, or supervisor, 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 Student Complaints and Grievance Procedures (see all LSJS Policies here:
Degrees | London School of Jewish Studies (scroll down to "policies").

The LSJS Student 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

https://www.mdx.ac.uk/about-us/policies/

YOUR PROGRAMME

General Information about the PhD Jewish Education

The PhD Jewish Education is designed to enable a 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 is delivered in a online/on campus mode. Graduates are now drawing on what they have learnt, 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.

Programme Costs

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.

The following course-related costs are not included in the fees, and you may be required to purchase these to complete the Programme:

- Books that students may wish to purchase
- On-line libraries that students may wish to access
- Articles online that students may need to pay for
- Subscriptions to Journals

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. There is no additional cost to join the LSJS and Middlesex University libraries.

Your timetable and independent study hours

When you register for the PhD Jewish education, you will be automatically enrolled on all compulsory research training courses at Middlesex University.

In year one of your programme, you will enrol on taught courses as advised by your supervisors. These courses will enhance your research skills.

In years two onwards of your programme, you will develop skills as an independent researcher.

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 it

is expected that a part time PhD student is studying for at least one to two full days per week and that a full time PhD student is studying for three to four days per week.

Your learning resources

In addition to the libraries at Middlesex and LSJS, you may need to subscribe to an online database of Jewish and secular on line resources. 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. For a modest annual fee, 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 programme.

You will also have free access to four 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
- Academia.edu – free research papers to download
- Berman Jewish Policy Archive – freely available journal articles and books

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

Your Impact

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 programme leaders on an ongoing basis and appropriate changes will be made at the next available opportunity, depending on the scale of the change.

Programme Voice Groups

We value your feedback and encourage you to complete student surveys throughout your studies. Providing feedback is part of the learning experience and helps us to identify what's working well and any improvements that can be made to the student experience.

Each year of every programme is represented by a Student Voice Leader – they represent you and make students' voices heard, collaborating with academic staff at university to create the best possible student experience., Details of all the opportunities available and what we're doing to implement changes, can be found at https://mymdx.mdx.ac.uk/campusm/home#pgitem/419119/t

How your Programme is Quality Assured

The Office for Students (OfS) is the statutory regulator of higher education in England, working in the interests of students and prospective students from all backgrounds. The Quality Assurance Agency for Higher Education (QAA) produce the UK Quality Code which outlines the key expectations placed on all UK Higher Education providers. In particular, there is specific guidance on how institutions should manage partnership arrangements, such as the programme you are now enrolled on. Quality Assurance Agency for Higher Education (QAA) UK Quality Code, Advice and Guidance: Partnerships.

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

You can learn about what the OfS does for students at: Home - Office for Students

You can also learn more about Quality Assurance at: http://www.qaa.ac.uk/quality-code

The Student Protection Plan

The Student Protection Plan covers an assessment of the range of risks to the continuation of study for our students, and the measures put in place to mitigate those risks , arrangements for refund and compensation. Full details of the Student Protection Plan are available here

Employability

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

The PhD 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 post-doctoral research.

Careers advice

Although LSJS does not have a dedicated careers office, your Supervisors, Programme leader, and other faculty members are available for consultation. In addition to expert knowledge of both the Jewish education sector and the mainstream education sectors in the UK, members of the faculty are also familiar with education and 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. informal education, outreach, adult education) and related fields. Please contact your Supervisors in the first instance for career-related enquiries.

Learning and teaching methods

You will be actively involved in a range of learning, teaching and assessment approaches as part of the PhD 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.

Regular real-time webinars, every six weeks or so, will give you the opportunity to get to know your teachers and fellow students, consolidate your learning, make formative presentations and prepare you for written assignments. These are always recorded and the link emailed to students after the webinar, ensuring that no student is disadvantaged.

Strategies for Successful Completion of the PhD Jewish Education

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Supporting your Research

The primary responsibility for organising your research work lies with you. It is your supervisors' responsibility to guide your research, point you in interesting directions, monitor your progress and generally provide moral and technical support.

Supervision and Attendance

Engaging with online and in-person (where appropriate) learning and activities is integral to your success. Middlesex University and LSJS supports you to achieve your full potential through a number of strategies, all of which provide our students with a supportive learning environment online, remotely, face-to-face, or blended.
Further information on attendance and engaging with your programme will be available at your Induction and by searching 'Attendance' in MyMDX.

Please refer to this chart:

[1]Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours	FT 2-3 variable	PT 2-3 variable
Approx. number of hours of independent study per week (at each level of study, as appropriate)	FT 3 – 4 Days per week	PT 1-2 days per week
Approx. number of 1-1 tutorials (60-90 mins each):	FT 3 – 4 per term	PT 2 per term

- Supervisors differ in their methods, but part time students should normally expect to see your supervisors approximately once every 6 weeks during term time. Full time students should expect to see their supervisors approximately once every 2-3 weeks. In addition, feel free to contact them at any time if you have a problem or are unsure how to proceed.

- You will find that you can obtain the most benefit from meetings with your supervisors if you prepare some material for them to read in advance or if you have some specific questions you would like to discuss. Most supervisors will insist on this as a prerequisite to a meeting.

- Hours should be agreed with your supervisors. Typically, full time PhD researchers will study three to four days per week, between core hours of 9:00am- 5:00pm., plus up to 6 hours of teaching. Holidays, as approved by your supervisors, are allowed within the period of the Studentship. These must not exceed a total of eight weeks including public holidays (40 days) per year. Any periods of sickness should be notified to your supervisors. Part-time PhD researchers should work approximately one to two full days per week.

- If you experience any health, family or other problems that make it difficult for you to continue working on your PhD research project, you may need to consider applying to interrupt your studies. If you are receiving funding for your PhD studies, you will need to contact your funder to work out a revised funding arrangement. Should you need any advice on Leave of Absence you should discuss this with the programme leader.

Extenuating Circumstances

Extenuating Circumstances are personal circumstances which have affected your performance in assessment and are brought to the attention of the Assessment Board when considering your academic performance.
For information about how to apply for Extenuating Circumstances please contact your supervisor or programme leader. Further information is also available on MyMDX.

[1] This information will be used as part of our submission to Discover Uni (previously Unistats).

The primary responsibility for organising your research work lies with you. It is your supervisors' responsibility to guide your research, point you in interesting directions, monitor your progress and generally provide moral and technical support.

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 PhD education students, which will also be discussed and further developed and may be helpful to you:

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

It may be helpful to set deadlines in your calendar as soon as you have registered on the PhD. Then work backwards, scheduling dedicated time to work on each element of your research. Try to avoid "cramming", whether in the form of procrastinating about, or trying to write in a very short space of time (e.g. the night before the deadline).

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

Asking questions is integral to learning and to critical thinking. 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 supervisor early in the year. You should also contact 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.

The Doctoral Research Student Log

LSJS provides a framework for recording the stages of progress of all research students and is a mandatory element of graduate research at LSJS. Completion of the Log will be checked at various stages of your programme, including the Upgrade and Submission. The Log allows you to chart your progress through the degree programme, including key supervisions, self-assessments, and the development of academic and transferable skills during your time at LSJS and Middlesex. You are advised to make maximum use of the Log throughout your time as an LSJS research student.

Assessment methods

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 PhD Jewish Education course will include feedback from written elements, presentations given to fellow students and discussion in seminars. Feedback on written formative elements will be provided via email from your supervisor. 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 your programme. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner. Summative assessment on the PhD Jewish Education will primarily consist of annual reviews of work achieved during the preceding year. See details below.

Research Ethics and Integrity

Research Ethics

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

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

1. *Primary concern must be given to the **safety, welfare and dignity** of participants, researchers, colleagues, the environment and the wider community.*

2. *Consideration of **risks** should be undertaken before research commences with the aim of minimising risks to those involved – i.e. human participants or animal subjects, colleagues, the environment and the wider community, as well as actual or potential risks to those directly or indirectly affected by the research.*

3. ***Informed consent*** *should be freely given by participants*.

4. *Respect for the* ***privacy, confidentiality and anonymity*** *of participants*.

5. *Consideration of the rights of* ***people who may be vulnerable*** *(by virtue of perceived or actual differences in their social status, ethnic origin, gender, mental capacities, or other such characteristics) who may be less competent or able to refuse to give consent to participate*.
6. *Researchers have a responsibility to the general public and to their profession; as such they should balance the anticipated benefits of their research against* ***potential harm, misuse or abuse*** *which must be avoided*.

7. *Researchers must demonstrate the highest standards of* ***ethical conduct and research integrity***. *They must work within the limits of their skills, training and experience, and refrain from exploitation, dishonesty, plagiarism, infringement of intellectual property rights and the fabrication of research results. They should declare any actual or potential conflicts of interest, and where necessary take steps to resolve them*.
8. *Research should* ***not involve any illegal activity****, and researchers must comply with all relevant laws*.

Data MUST not be collected without first obtaining ethics approval for your research. If you submit work that includes data gathered from or about people without ethical approval this may be treated as academic misconduct and could lead to a fail grade being awarded.

You will apply for research ethical approval using the LSJS Research Ethics system which has information and guidance to help you meet the highest standards of ethical research. Your supervisor will guide you through this process. Details can also be found on the LSJS doctoral section of moodle: All courses | LSJS

Research Community

Middlesex University and LSJS provide a number of forums to engage and immerse yourself in the vibrant research community. These can help with skills development and feedback on your own research ideas.
During the year there will be seminars and guest lectures organised by LSJS, with national and international speakers presenting on a range of topics. When these lectures occur they are advertised in advance and researchers are encouraged to attend and expand their knowledge base.
You are expected to proactively search for forums in the international community where you will be able to gain knowledge and experience related to your area of research, for example CASJE (The Collaborative for Applied Studies in Jewish Education).

Assessment

During your research journey, there are several key milestones which you will be expected to achieve within specific timeframes.

Formative assessment methods include review of students' writing, presentations, engagement with research seminars, evidence of publishing articles related to research, activity to promote research for example through dissemination at relevant seminars and conferences.

During the research journey, there are several key stages which students will be expected to achieve within specific timeframes.

Assessment may take place in person (local students) or virtually (on zoom for remote students).

Assessment stages

Stage 1 Review

Part time: 9 months
Full time: 6 months

Students must submit a report for the review as appropriate to their programme, which will be considered by a review panel. Further details are set out in guidance. Reviews will determine whether the student is demonstrating the necessary skills and abilities to undertake the research programme, the viability of their proposed research project , the suitability of a student's researcher development plan/engagement, the adequacy and sustainability of the supervision arrangements proposed for them , the appropriateness of the facilities available to them for their research, whether at the University or with a partner institution, and that the resourcing requirements of their research project can be met.

The outcomes of the review are:

a. Confirmation of a student's registration status as a postgraduate researcher, and agreement of their registration plan
b. Referral back for further work and reassessment, the resubmission to take place within two months.

If a student does not pass the review on referral, their registration will be ended and they will no longer be able to complete postgraduate research with us.

Stage 2 Review:

Part time: 36 months
Full time: 18 months

To support a student's application for stage 2 review, they should prepare a submission comprising:

a. a significant body of work explaining the status of the research material to date, in a coherent format and at the standard required for a level 8 award. This must demonstrate clearly a developing body of research work and an adequate understanding, knowledge, and justification of appropriate research design and methods. AND

b. a critical evaluation of research progress to date and a clear explanation of future research to be done, its expected contribution to knowledge and/or new insights, and a programme of work for completing the project to the required standard.
c. Evidence of suitable researcher development planning and engagement. For professional doctorate programmes the requirements for a stage 2 review are detailed in the PhD programme handbook.

Applications will be considered by a review panel, which will include an independent member. The outcomes of that panel will be either:

a. A recommendation that the student proceeds to their target award; or
b. That the student be referred back for further work and reassessment, with resubmission within 2 months if only minor changes are needed; or up to 6 months where more significant work is required.

If after resubmission the panel judges that the student has not met the standard required for the intended degree, the student may be withdrawn from your programme or be permitted to continue registration for the level 7 award, if applicable.

The review panel will also consider any researcher integrity and ethical issues relating to the work, including ensuring that all ethical approvals required have been completed.

Final assessment

To be awarded a doctoral degree students must demonstrate:

a. the creation and interpretation of substantial new contributions to knowledge and/or practice through original research of a quality to satisfy peer review, extend the forefront of the discipline, field or sector, and merit wider dissemination.

b. a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of one or more academic disciplines.

c. the general ability to conceptualise, design and implement a research project for the generation of new knowledge, applications or understanding at the forefront of the discipline, field or practice, and to adjust the project design in the light of unforeseen emerging considerations.

d. a detailed understanding of contemporary complexity and of research approaches relevant to the focus and context of the research and most likely to produce new knowledge contributions to thinking and practice.

The criteria above are based upon the expectations for doctoral degrees set out in the Framework for Higher Education Qualifications.

The final assessment shall comprise the thesis and a viva voce (oral examination) conducted by an Assessment Panel upon the thesis or equivalent submission.

The decision to submit a thesis for viva is at the student's decision. Once the student has submitted your thesis, they may not withdraw it. The examiners must conduct a viva. (exceptions apply – please refer to Academic Integrity and Misconduct Policy and Procedures)
The Assessment Panel for a doctoral award will recommend one of the following outcomes:

a. That the student be awarded the degree; or

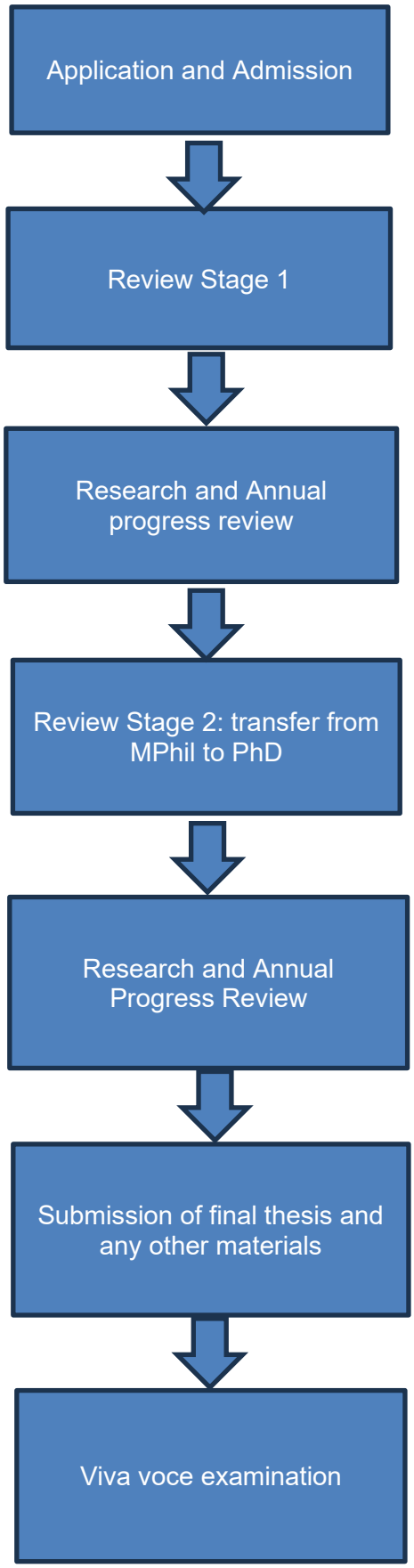
b. That the student be awarded the degree subject to revisions which do not substantially change the findings being made to the submitted work within a specified period of up to 6 months; or
c. That the student be permitted to re-submit for the degree within 12 months and be re examined, with or without a viva; or
d. In the case of re-examination,
i. any of the options above (for a maximum of two resubmissions);
ii. that the student is not awarded the degree and not be permitted to be re-examined;
iii. that the student be awarded a degree at Master's level subject to the presentation of the submission amended to the satisfaction of the examiners.

The Postgraduate Research Board has delegated authority from Academic Board to confirm or otherwise the outcome of the examination. Award outcomes will be reported to Research and Knowledge Exchange Committee (or equivalent).

You will be able to find comprehensive information the final Viva examination on the LSJS website Course: LSJS PHD | LSJS. This explains the Viva process, how to prepare, what will happen on the day and what the possible outcomes are. Please ensure you read this information carefully to ensure you have completed all the necessary steps for a successful examination.

This diagram clearly shows the process of assessment from application to completion of your PhD:

Process Diagram for PhD students



In addition to the stages above, annual reviews will be held as incorporated into the above diagram:

Annual Review Criteria:

Examining staff are advised to pay particular attention to the following in relation to MPhil and PhD reports:

- Have the objectives of the first 12-month period of work been achieved?
- Is the proposed programme of work a logical extension of the completed studies?
- Are the defined objectives likely to be achieved with the available resources?
- Have ethical issues been appropriately addressed, or do they require review in the light of changes to the research plan since the first progress assessment?
- Is the work likely to provide adequate research training to doctorate (or masters, where appropriate) level for the researcher?
- Is the work sufficiently well-defined potentially to provide publishable data within a 12–18 months period?
- Can the practical studies be completed within an 18-month period (or 6 months for M.Phil.)?
- Does the researcher show evidence of ability critically to evaluate the work and place it within the context of related studies?
- Is (are) the supervisor(s) satisfied with the researcher's progress to date, including an assessment of the amount and quality of written work submitted since the last progress assessment?
- Is the researcher satisfied with the current supervisory arrangements?
- Has the researcher completed the appropriate research training activities?

Graduate Competencies

Graduate competencies (the skills and abilities that students are expected to develop during their studies and which are valued by employers) encompass both subject-specific knowledge and broader transferable skills applicable to various professional settings. LSJS emphasizes the development of the following competencies through its teaching, learning, and assessment practices at doctoral level.

The following doctoral characteristics relate to the following document:

subject-benchmark-statement-education-studies-2025.pdf

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies

https://www.qaa.ac.uk/docs/qaa/quality-code/the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf?sfvrsn=3562b281_11

A. Knowledge and Understanding:

Doctorates include a systematic understanding of their field of study and mastery of the methods of research associated with that field.

B. Application of Knowledge and Understanding

Doctorates should show evidence of ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity that has made a contribution that extends the frontier of knowledge by developing a substantial body of work some of which merits national or international refereed publication,

C. Ability to make Judgements

Doctorates show evidence of critical analysis, evaluation and synthesis of new and complex ideas.

D. Ability to Communicate

Doctorates deliver their conclusions and the underpinning knowledge and rationale to specialist and non-specialist audiences, with their peers, the larger scholarly community and with society in general about their areas of expertise.

E. Learning Skills

Doctoral students are expected to study in a manner that may be largely self-directed or autonomous. They are expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement.

Disseminating and Publishing your Research

It is expected that during the process of undertaking a PhD, you will write and have published at least two articles based on your research. The articles will be published in established academic research journals. Your supervisor will suggest appropriate journals if necessary, point you towards the stated author guidelines and support you through the writing process.

Progressing on your programme

Academic levels

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.

Programme learning outcomes

Please refer to:
https://www.qaa.ac.uk/docs/qaa/quality-code/the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf?sfvrsn=3562b281_11

and

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A.Knowledge and Understanding:

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Doctorates should show evidence of ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity that has made a contribution that extends the frontier of knowledge by developing a substantial body of work some of which merits national or international refereed publication,

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Doctorates show evidence of critical analysis, evaluation and synthesis of new and complex ideas.

D. Ability to Communicate

Doctorates deliver their conclusions and the underpinning knowledge and rationale to specialist and non-specialist audiences: with their peers, the larger scholarly community and with society in general about their areas of expertise.

Academic Integrity and Misconduct

Academic Integrity is a set of principles and values to show that you work in a professional, honest and ethical way. You should be aware of the University's academic integrity and misconduct policies and procedures. Taking unfair advantage over other students in assessment is considered a serious offence by the University. Action will be taken against any student who contravenes the regulations through negligence, foolishness or deliberate intent. Academic misconduct is a corrosive force in the academic life of the University; it jeopardises the quality of education and devalues the degrees and qualifications of the University. Academic misconduct takes several forms, in particular:

- **Plagiarism** – using extensive unacknowledged quotations from, or direct copying of, another person's work and presenting it for assessment as if it were your own effort. This includes the use of 3rd party essay writing services.
- **Collusion** – working together with other students (without the tutor's permission), and presenting similar or identical work for assessment.
- **Infringement of Exam Room Rules** – Communication with another candidate, taking notes to your table in the exam room and/or referring to notes during the examination.
- **Self-Plagiarism** – including any material which is identical or substantially similar to material that has already been submitted by you for another assessment in the University or elsewhere.

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.
- Inappropriate use of Artificial Intelligence.

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.

Generative AI and Assessment

Middlesex University supports the responsible use of AI tools where they enhance learning, research, and innovation. AI should not replace critical or creative thinking, nor compromise the principles of originality, independence, and ethical integrity. PGRs remain accountable for the accuracy, interpretation, and originality of all work submitted for examination or publication.

All AI use must therefore be:
• **Transparent** – Clearly recorded and declared in research documentation and outputs.
• **Accountable** – The PGR bears responsibility for verifying and validating AI outputs.
• **Ethical** – Consistent with GDPR, research ethics approval, and data protection law.
• **Fair** – Used equitably and without bias or harm to participants, colleagues, or communities.
• **Trustworthy** – Aligned with the seven EU pillars of Trustworthy AI: human agency and oversight; robustness and safety; privacy and data governance; transparency; diversity and fairness; societal well-being; and accountability.
These principles reflect the University's commitment to building an inclusive and forward-looking research environment where AI enhances, rather than undermines, human creativity and rigour.

Postgraduate Researchers are expected to demonstrate independence, originality, and critical judgment. AI may support—but not replace—these abilities. PGRs must be able to explain and justify any AI-assisted processes used in their research or writing. Below are practical guidelines structured around the research lifecycle.

When preparing your research proposal and ethics submission, you must identify and describe any intended AI use. If AI tools will process personal or sensitive data, include this in your Data Management Plan (DMP) and ethics application via Ethics Monitor. Note the principles of Confidentiality, Fidelity, and Veracity in the University's Research Ethics Guidance. For example, using transcription or translation tools may require explicit consent.
Checklist:
☐ Describe each AI tool (name, version, purpose).
☐ Justify its necessity (why human-only methods are insufficient).
☐ Confirm no identifiable data will be entered into public tools.
☐ Address bias, reproducibility, and transparency in methodology.
If your use of AI changes during your project in a way that has ethical implications you should amend the ethics application in the same way you might amend it if there are methodology changes.

AI tools can assist with routine or repetitive tasks that do not compromise the originality of research thinking. Examples include:

- Brainstorming keywords or research questions.
- Clustering literature (verifying all summaries manually)
- Supporting reflective writing
- Generating data visualisations or diagrams based on your own verified data.
- Assisting in code debugging or documentation.
- Improving clarity and grammar in your writing, provided meaning is unaltered.

AI must not be used to fabricate data, generate unverifiable text or images, or perform analyses you cannot reproduce. Do not use AI to create anonymised transcripts, or interview summaries without verification. Never upload confidential or participant data to public AI systems (such as, at the time of writing, ChatGPT, Gemini, or Claude). Middlesex has a subscription to Co-Pilot that can be used within GDPR rules. This is accessible though Microsoft 365 for those who have an account.
In line with Middlesex's Academic Misconduct Policy, the following are considered serious breaches:
• Using AI to generate research data or findings without disclosure.
• Submitting AI-produced text or images as original work.
• Using AI generated transcriptions without checking with the specific data that has been recorded.
• Citing non-existent or AI-fabricated references.
• Entering identifiable participant data into non-approved systems.
More specific examples that can be considered breaches:

- Copying or paraphrasing AI-generated text or creative writing
- Submitting AI-generated artwork or with minimal edits
- Presenting AI-generated music compositions or sound effects
- Submitting AI-generated video content, animations or special effects without integrating personal technical input, storyboarding or creative direction.
- Relying on AI tools to create fabric patterns, garment designs or accessory concepts logos, typography or layouts, set designs, costume concepts, lighting plans, choreographic sequences without demonstrating personal involvement in the creative or technical development process.
- Submitting AI-generated images or composites as original photographs, Using AI tools to enhance or edit photographs without demonstrating personal control over the editing process, creative decisions or technical adjustments.

All theses must include a statement declaring whether and how AI tools were used. Detailed on how you use tool will help panels decide on the adherence to this policy. Even when AI is appropriately referenced, an over-reliance on AI-generated material risks rendering the submission unfit for assessment if the postgraduate researcher's own input is insufficient. Please refer to the MDX Referencing and Plagiarism guidelines.

When preparing journal papers or conference submissions, ensure AI use is disclosed in line with publisher policies (e.g., Elsevier, Springer, IEEE). AI tools cannot be credited as co-authors. You are responsible for verifying all citations and ensuring data compliance.

PGRs should develop AI literacy through University-provided training (Library; PGR Development). AI literacy includes understanding data provenance, model limitations, bias, and ethical impacts. Seek advice from your supervisor if unsure.

In your **disclosure statement**, you must clearly describe how the AI tool functions in your research design, including assumptions, parameters, training data sources (where known and if applicable), and limitations. AI tools should be reported with the same rigour as laboratory instruments, software packages, or analytical frameworks.
Consider referring to professional Body Guidelines (such as, for accountant, the PCRT; for computing and tech professionals, the ACM code of ethics, etc) when applicable to ensure the ethics comply with professional expectations.

Please see the Middlesex University guidance for further information:

Artificial Intelligence (AI) | Middlesex University

3. Guidance for Supervisors

Supervisors play a critical role in ensuring AI use enhances research integrity and learning. They should model ethical practice, discuss AI use early in the supervisory relationship, and monitor its role across the project lifecycle.
Supervisory responsibilities include:

- Clarify expectations at an early stage in your meetings, including how AI may and may not be used on the basis of this policy and of subject-specific conventions.
- Review proposals and ethics applications for AI disclosure and risk assessment.
- Review methodological justification for AI tools;
- Support students' critical understanding of AI's limitations, bias, and provenance;
- Ensure that PGRs understand the limitations of their chosen systems,
- Support choices between human-led, statistical, and AI-based approaches,
- Confirm that AI does not replace conceptual or analytical reasoning or creative input
- Encourage the AI Use Log as a regular agenda item in supervision meetings.
- Verify the authenticity and reproducibility of AI-assisted analysis or code, when applicable.

Supervisors recommend institutional versions and ensure equitable access to AI tools, avoiding any disadvantage to students who lack premium versions. The University's licensed Microsoft Copilot and approved data-secure environments should be prioritised. When supervising interdisciplinary or data-driven research, supervisors should ensure any AI use is consistent with data protection law and the principles of fairness, robustness, and accountability from the Trustworthy AI framework. If in doubt, supervisors should consult the University's Data Protection Officer or Research Ethics Committee.

4. Guidance for Examiners

Examiners should assess whether the PGR demonstrates understanding, independence, and ethical awareness in their use of AI. AI assistance does not diminish originality if used transparently and critically. The University does not endorse the use of AI-checking tools (such as Turn-it in checking tool) due to their lack of efficacy in detecting AI and the large number of false positive ("AI Learning and Teaching policy").
Before the viva:
• Review the candidate's AI disclosure statement (usually placed in the appendix or methodology).
• Look for consistent evidence of validation and interpretation of the material by the PGR themselves.
• Identify any unacknowledged or implausible uses of AI (e.g., uniform phrasing, generic analysis, inconsistent data).

- assess whether the candidate understands how AI shaped findings,
- evaluate whether AI use aligns with ethical approval and University policies.

During the viva:

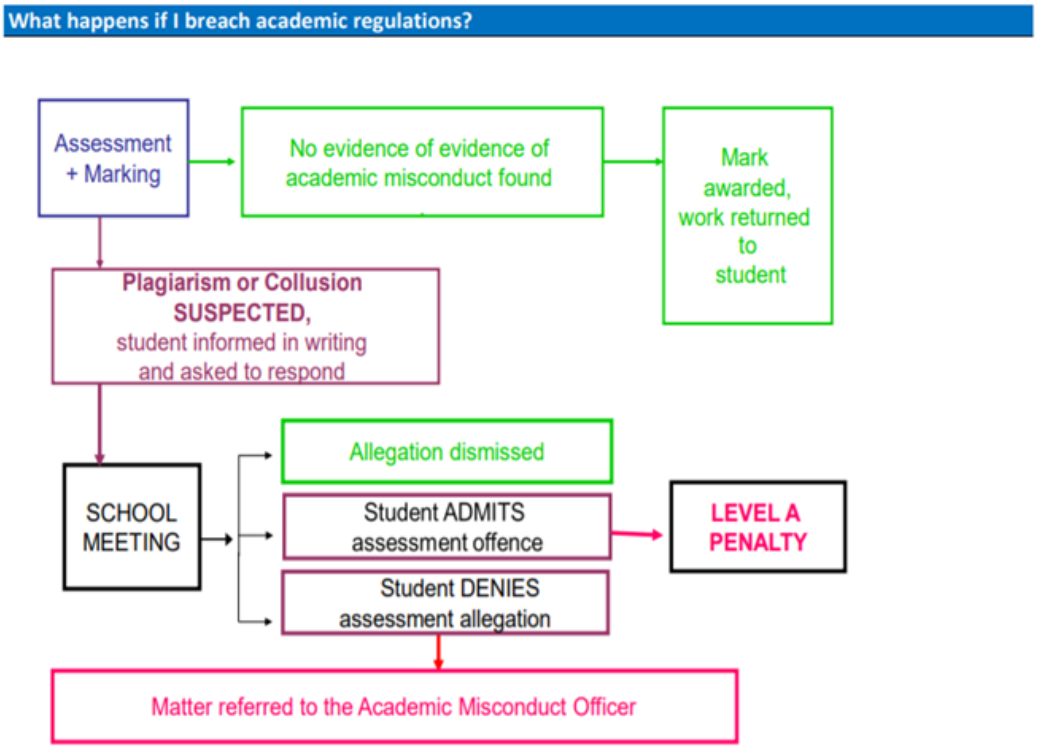
- Ask the candidate to describe how AI tools were used and validated by human intervention.

- Explore their critical understanding of limitations and ethical implications.
- Request evidence of independent interpretation and decision-making.
- Probe the validity, reliability, and reproducibility of AI-assisted methods.

After the viva:
• Note any lack of disclosure or over-reliance on AI that undermines originality.
• Recommend revisions that might include a proper declaration or verification evidence.
• In severe cases of misconduct (e.g., fabricated data or sources), follow the Academic

Misconduct Policy.

Approval has been given for LSJS to manage cases of academic misconduct locally.
A full list of LSJS policies can be found here [Degrees | London School of Jewish Studies](#) (scroll down to "policies").



Academic Appeals

An Academic Appeal is a formal request that a decision made by an Assessment Board or Programme Progression Board is reconsidered because of special circumstances. Please see our Frequently Asked Questions (FAQs) for more information on reasons for making an appeal and the process by searching 'Appeals' in MyMDX.
You can also seek advice from the MDXSU Advice team. https://www.mdxsu.com/advice

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 PhD Jewish Education degree programme and these are set out in section G of the University Regulations (http://www.mdx.ac.uk/regulations). 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 supervisors will direct your studies and ensure that you know what work you need to cover at any given time. You can seek advice from LSJS and Middlesex 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 two supervisors, who will be responsible for your academic support while studying at LSJS. Additionally, you should contact your Director of Studies at least once a term (full time students) or twice a year (part time students) 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 the LSJS Director of Studies as and when the need arises.

Your supervisors are also responsible for your pastoral support and for your well-being while studying at LSJS. You should contact your Supervisors at least once a year in addition to academic tutorials to arrange a time to discuss and review any support needs that you have. In addition, you should contact your supervisors if there are any changes in your personal circumstances which mean that you may require additional pastoral support. The supervisors are themselves 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. 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 supervisors in the first instance. They 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. The Mental Fitness Gym:

Additional Needs 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 Sorana Howard, Director of Operations, (Sorana.Howard@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 Paul Gould, Interim CEO at LSJS (paul.gould@lsjs.ac.uk). Please contact Suzanne Wayland (Suzanne.wayland@lsls.ac.uk), 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 LSJS and 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).

We review and evaluate according to the following methods:

- Operating within a School, Faculty and University framework for quality evaluation and enhancement.
- Regular monitoring of programme and delivery.
- Continuing opportunity for feedback from students during workshops and seminars.
- Regular feedback from students through Programme Voice Groups.
- Surveys completed by students during their programme (e.g. student voice survey, NSS, PTES).
- Participation by staff in external curriculum related staff development programmes.
- Regular discussions in Departmental meetings.
- Annual appraisal of academic staff.
- Peer observation of teaching.
- External Examiners' moderation of summative assessments, their end of year

reports and our responses to those reports.

Annual monitoring and enhancement review process.

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.

The Office for Students (OfS) is the statutory regulator of higher education in England, working in the interests of students and prospective students from all backgrounds. The Quality Assurance Agency for Higher Education (QAA) produce the UK Quality Code which outlines the key expectations placed on all UK Higher Education providers. In particular, there is specific guidance on how institutions should manage partnership arrangements, such as the programme you are now enrolled on. Quality Assurance Agency for Higher Education (QAA) UK Quality Code, Advice and Guidance: Partnerships.

To ensure the high standards and quality of LSJS and 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.

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. For information about accessing QAA review and audit reports of Middlesex click here: Section-8---Raising-concerns-and-Internal-audits.pdf

External Examiners

What do External Examiners do?

An external examiner for a PhD or postgraduate research programme at Middlesex University independently assesses the candidate's thesis and conducts their oral examination (*viva voce*) to ensure academic standards meet UK doctoral thresholds.Core Responsibilities

- **Thesis Evaluation:** Read and independently evaluate the submitted research thesis or portfolio before the oral examination.

- **Conducting the Viva:** Participate actively in the oral examination defense alongside internal assessors or chairs to test the candidate's authority and command of their research field.
- **Standard Verification:** Confirm that the work represents an original contribution to knowledge, meets the required academic rigor, and is of publishable quality.
- **Reporting:** Submit formal joint or independent assessment reports to the university's research committees detailing the outcome of the defense and any required corrections or revisions.

Appointment & Independence

- **External Expertise:** Appointed from outside Middlesex University (usually from another higher education institution) to maintain total impartiality.

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

LSJS Policies

A full list of LSJS policies can be found here Degrees | London School of Jewish Studies (scroll down to "policies")