1. Programme title	MA in Jewish Educational Leadership
2. Awarding institution	Middlesex University, London
3. Teaching institution	Leo Baeck College
4. Programme accredited by	
5. Final qualification	Masters
6. Academic year	2017-18
7. Language of study	English
8. Mode of study	Full-time and Part-time using blended methods

9. Criteria for admission to the programme

Students may be admitted to the MA if they fulfil the following conditions:
  (a) First/Second class honours degree, or the Advanced Diploma in Professional Development: Jewish Education (passed at a good standard).
  (b) Extensive relevant professional experience in an educational context.
  (c) Students whose mother tongue is not English are expected to meet a minimum level B2 on the Common European Framework of Reference for Languages (CERF) or 6.5 IELTS
  (d) Students must confirm that they have reliable and easy access to computing and the internet so that they can communicate using email and be able to use video-conferencing services such as Adobe Connect and Skype. Equally, students must confirm that they have basic IT skills.

Applicants over the age of 21, who do not satisfy the normal entry requirements, may be admitted to a programme or subject provided that they can submit evidence of previous serious study and demonstrate the capacity and attainments to pursue successfully the proposed programme.

10. Aims of the programme
The programme aims to:

1. Prepare and develop students who are currently working in or aspiring to leadership roles within Progressive Jewish educational settings.
2. Encourage students to become catalysts for positive change and development in Jewish education
3. Enhance the status of Progressive Jewish education as a viable and attractive career with possibilities for personal, professional and academic development.
4. Provide/offer a global framework for the analysis of Jewish educational trends and issues.
5. Integrate theory with practice through opportunities for in-depth exploration and analysis of educational contexts and issues.
6. Increase students' knowledge and facility with a variety of Jewish canonical texts.
7. Provide research opportunities in a particular field of interest.

11. Programme outcomes	
A. Knowledge and understanding On completion of this programme the successful student will have knowledge and understanding of: 1. Current thinking on Jewish educational leadership. 2. Significant themes, topics and contexts in Jewish education. 3. Jewish education in diverse regional and national contexts. 4. Developmental theories and approaches to learning. 5. The interdisciplinary nature of educational inquiry. 6. A variety of Jewish canonical texts and how to analyse them. 7. Methodological issues in educational research. 8. A specific chosen area of research.	**Teaching/learning methods** Students gain knowledge and understanding through: Acquisition of A1-8 is through lectures and presentations of tutors; guest lecturers and students; students teaching classmates; interviews with guest lecturers; in-class discussions; close text analysis; guided reading; reflection on practice; on-line individual and group tutorials; viewing clips and talks on the internet. **Assessment Method** Students' knowledge and understanding is assessed by: Presentations; preparing lesson plans; preparing a management project report; essays; textual analysis; research proposal; dissertation.
B. Cognitive (thinking) skills On completion of this programme the successful student will be able to: 1. Operate at a high level of abstraction. 2. Visualise consequences of leadership decisions and actions. 3. Read scholarly documents in an analytical and critical manner. 4. Analyse complex evidence arising from practice and research. 5. Harness inductive and deductive approaches to educational enquiry. 6. Construct and present a coherent and well-structured piece of academic writing. 7. Use of a range of instruments and techniques for educational research.	**Teaching/learning methods** Students learn cognitive skills through: Acquisition of B1-7 is through all the modules on the programme. Each module requires students to engage in constructive discussion of key issues. Students have to be able to critically analyse theory in different educational areas, be able to apply theory to practice and vice versa and be able to have a comparative overview of diverse regional and national contexts. Students are also introduced to a variety of exegetical approaches to analysing Jewish texts which they are required to apply. Other ways students learn cognitive skills is by reflecting on practice, visualising consequences to leadership actions, preparing presentations, structuring and writing papers and reports and engaging in research. **Assessment Method** Students' cognitive skills are assessed by: Critical appraisal of published articles; presentations; lesson plans; preparing a management project report; essays; textual analysis; research proposal; dissertation.

C. Practical skills	Teaching/learning methods
On completion of the programme the successful student will be able to: 1. Lead and educate others. 2. Present information appropriately for a variety of different audiences. 3. Communicate effectively both in writing and verbally. 4. Use a variety of technological aids including internet communication and information retrieval. 5. Select and gather information from an appropriate range of relevant sources and from the field. 6. Participate in discussions led by others, following arguments, assimilating information and offering and accepting constructive criticism. 7. Reflect on their learning and practice, thereby evaluating and improving performance. 8. Manage their academic work in terms of priorities and time. 9. Demonstrate research skills.	Students learn practical skills through acquisition of C1-9. All the modules require active participation in class discussion thereby developing students' abilities to communicate verbally. This also includes opportunities to question and interview experts and to give and receive feedback from other students. Some of the formative and summative assignments also include presentations which can involve the use of technological aids (C2, C3, C4, C6). Three of the modules require students to write essays thereby honing their abilities to communicate effectively in writing (C3). Three of the modules require students to prepare lesson plans. In one of these students also deliver the session to the other students and in another case the students present the lesson plan to the rest of the class (C1, C2, C3, C4). Students are encouraged to be self-reflective and reflective about their practice. They complete an initial self-assessment; they are encouraged to bring to class and to write about issues that arise in their practice or settings. This helps the students learn to analyse, evaluate and improve performance (C7). Students learn to manage their time by working to deadlines (C8). Students gain research skills incrementally. This includes learning to gather information using electronic study tools (C5), analysing real life situations, critiquing academic articles, writing essays – all of which prepare them for more substantial research projects which culminate by writing a research proposal and finally a dissertation (C9). **Assessment Method** Students' practical skills are assessed by Presentations; lesson plans; essays; report; critical appraisal of published articles; research proposal; dissertation.

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

12. 1 Overall structure of the programme

The MA in Jewish Educational Leadership is designed to take one year full-time or two years part-time. Most students study part-time. All modules are all at Level 7. Each module is worth

20 credits, totalling 180 credits. The programme includes a dissertation of 20,000 words. A merit and distinction will be awarded in line with academic regulations.

The programme has exit points for a Postgraduate Certificate at 60 credits and for a Postgraduate Diploma at 120 credits.

Students studying for the MA part-time are expected to take four modules in the first year and the remaining three modules which include the dissertation module, in the second year.

Students who exit with a Postgraduate Certificate complete JE7001, JE7002 and JE7006.

Students who exit with the MA part-time take JE7001, JE7002 in the first semester and JE7003 and JE7005 in the second semester of their first year. In the second year they study JE7004, JE7006 in the first semester and JE7007 in the second semester.

Full-time students will study JE7001, JE7002, JE7006 & JE7004 in the first semester and JE7005, JE7003 & JE7007 in the second semester.

All the modules are compulsory. The programme is taught using blended methods.

PART-TIME
First Year

Autumn Semester		Spring Semester	
JE7001 Jewish Educational Leadership	**JE7002** Developmental Approaches to Learning	**JE7003** Skills in Jewish Literacy	**JE7005** The Global Context of Jewish Education

Second Year

JE7004 Research Methods and Skills	**JE7006** Issues in Jewish Education		**JE7007** Dissertation

FULL-TIME
Autumn Semester

JE7001 Jewish Educational Leadership	**JE7002** Developmental Approaches to Learning	**JE7006** Issues in Jewish Education	**JE7004** Research Methods and Skills

Spring Semester

| JE7003 Skills in Jewish Literacy | JE7005 The Global Context of Jewish Education | JE7007 Dissertation |

12.2 Levels and modules

Level 7

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: JE7001 Jewish Educational Leadership JE7002 Developmental Approaches to Learning JE7003 Skills in Jewish Literary JE7004 Research Methods and Skills JE7005 The Global Context of Jewish Education JE7006 Issues in Jewish Education JE7007 Dissertation		

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	*Module code*
	All modules are non-compensatable

13. A curriculum map relating learning outcomes to modules
See Curriculum Map attached

14. Information about assessment regulations
LBC regulations are followed as approved by Middlesex University. These appear on College Net.

15. Future careers (if applicable)
The MA in Jewish Educational Leadership is designed to prepare educators for senior positions in the Progressive supplementary and day school systems, and Progressive communities. There are over 70 communities offering supplementary education in the UK as well as 5 day schools. There are also Progressive communities worldwide with a similar set-up.

16. JACS code (or other relevant coding system)	
17. Relevant QAA subject benchmark group(s)	Education Studies Languages, Cultures and Societies

18. Reference points
The College's reference points include: The QAA Framework for Higher Education Qualifications The QAA Quality Code QAA Master's Degree Characteristics The academic practice of other sister seminaries such as Hebrew Union College – Jewish Institute for Religion and the Jewish Theological Seminary in the USA.

Curriculum map for MA in Jewish Educational Leadership

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

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Current thinking on Jewish educational leadership.	C1	Lead and educate others.
A2	Significant themes, topics and contexts in Jewish education.	C2	Present information appropriately for a variety of different audiences.
A3	Jewish education in diverse regional and national contexts.	C3	Communicate effectively both in writing and verbally.
A4	Developmental theories and approaches to learning.	C4	Use of a variety of technological aids including internet communication and information retrieval.
A5	The interdisciplinary nature of educational inquiry.	C5	Select gather information from an appropriate range of relevant sources and from the field.
A6	A variety of Jewish canonical texts and how to analyse them.	C6	Participate in discussions led by others, following arguments, assimilating information and offering and accepting constructive criticism.
A7	Methodological issues in educational research.	C7	Reflect on their learning and practice, thereby evaluating and improving performance.
A8	A specific chosen area of research.	C8	Manage their academic work in terms of priorities and time.
		C9	Demonstrate research skills.
Cognitive skills			
B1	Operate at a high level of abstraction.		
B2	Visualise consequences of leadership decisions and actions.		
B3	Read scholarly documents in an analytical and critical manner.		

B4	Analyse complex evidence arising from practice and research.		
B5	Harness inductive and deductive approaches to educational enquiry.		
B6	Construct and present a coherent and well-structured piece of academic writing.		
B7	Use of a range of instruments and techniques for educational research.		

Programme outcomes																									
A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	C8	C9		
Highest level achieved by all graduates																									
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7			

Module Title	Module Code by Level	Programme outcomes																									
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	C8	C9	
JE7001 Jewish Educational Leadership		√								√	√	√	√				√	√	√		√	√	√	√			
JE7002 Developmental Approaches to Learning			√		√	√				√		√	√	√	√		√	√	√		√	√	√	√			
JE7003 Skills in Jewish Literary						√	√			√			√				√	√	√				√				
JE7004 Research Methods and Skills								√	√	√	√	√	√	√			√	√	√	√				√	√	
JE7005 The Global Context of Jewish Education			√	√						√		√	√	√	√		√		√			√				
JE7006 Issues in Jewish Education			√									√	√	√	√		√	√		√		√	√			
JE7007 Dissertation			√		√		√	√	√	√	√	√	√	√			√	√	√	√	√	√	√	√		