

# Programme Specification

## BA (Hons) Jewellery Design and Related Products

(Formerly: BA (Hons) Jewellery and Silversmithing)

Date of Publication to Students: 2012

<b>Awarding Institution / Body:</b>	Birmingham City University
<b>Teaching Institution:</b>	Birmingham City University
<b>Interim Awards and Final Award:</b>	Level 4 - Cert. H.E Level 5 - Dip. H.E Level 6 - B.A. Honours
<b>Programme Title:</b> <i>(proposed)</i>	BA (Hons) Jewellery Design and Related Products
<b>Main fields of Study:</b>	Design and production of contemporary jewellery, and related products
<b>Modes of Study:</b>	Full time
<b>Language of Study:</b>	English
<b>UCAS Code:</b>	W239
<b>JACS Code:</b>	J530/W721

### Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

The course aims and learning outcomes relate to the current benchmarking guidelines as stated in the "Subject Benchmark Statement for Art and Design 2008" issued by the Quality Assurance Agency for Higher Education.

A table mapping the relationship of the course aims to the QAA benchmarks is available

## **Programme philosophy and aims**

### **School philosophy**

Within a unique, stimulating and dynamic environment, the School of Jewellery's portfolio of courses embraces the pursuit of excellence, giving the School its own unique 'DNA'. Personal and professional identity, employability and the student experience are core values and concerns, embedded within the School's ethos from Diploma to Doctorate.

School of Jewellery staff encourage and facilitate aspiration, innovation and intellectual engagement through enquiry and investigation, underpinned by a robust and explicit learning and teaching strategy. Within a supportive atmosphere, students will develop their practical and critical thinking skills, through cognitive interaction with their chosen subject. Creative problem solving is the constant thread running through the diverse range of School courses, where the *edgelands*\* and boundaries are explored at the interface between materials, technology and application, and where subject constraints and self-expression are embraced in equal measure.

As an international hub, staff at the School of Jewellery interrogate the most vibrant, diverse and ambitious research and professional practice activities in the subject area. Our extensive connections include: galleries and professional organisations, artists, makers and curators, academics and research fellows, exchange and overseas students. The internationalisation of our curriculum, together with entrepreneurial activity, are interconnected with our commitment to both the local manufacturing industry of the Jewellery Quarter and the wider global community we face" *Jack Cunningham – Faculty plan overview May 2011* (\*Marion Shoard: Environmentalist/Writer)

### **Course philosophy**

Our goal is to empower students with the ability to create an innovative collection of work which challenges the boundaries of the field and contributes to the discipline.

It is important for students to develop a passion for their own work, a personal methodology and a unique visual language which enables the creation of original designs to a high standard of professionalism.

Within a creative atmosphere and supportive community we encourage students to develop an enquiring mind and experimental approach, which is underpinned by knowledge and understanding of how theory and practice integrate.

Design ideas are explored through a practical approach to materials, techniques, and processes. Students design via making to develop a personal enquiry and integrated thought process. Conceptual ideas, critical and Intellectual thinking, design, problem solving and making skills are intrinsic to the learning experience.

Employability and key transferable skills are embedded at all levels to maximise our students' capabilities and understanding of potential career opportunities which span the breadth of the discipline and related creative industries.

**The course aims:**

- To establish highly motivated graduates who have developed a personal visual identity and working methodology.
- To develop students with a questioning attitude who challenge concepts and boundaries within the wider context of contemporary jewellery design and related products.
- To enable students to achieve high standards of craftsmanship integrated with an ability to effectively utilise materials and processes in the pursuit of innovative outcomes to a high level of professionalism .
- To enable students to gain a breadth of knowledge and understanding and to develop intellectual thinking and academic skills with an integrated approach to theory and practice.
- To allow students the freedom to experiment with a variety of concepts and design ideas and to realise these through a range of materials, processes and techniques appropriate to personal intentions.
- To provide a supportive and creative environment to enable students to build confidence and develop a professional network across levels within the course, the school, and wider community.
- To embed employability skills within the programme via live projects, work experience and collaborations leading to a greater understanding of potential careers and wider opportunities .
- To enable independent learning and self-directed study via the development of a broad range of key transferable skills which are essential upon graduation.

**Aims for Level 4:**

- To acquire and develop basic practical and intellectual skills in relation to the specialism through the design and manufacture of related objects.
- To act as an introduction to the field of contemporary jewellery and related products and to challenge preconceived ideas to enable the design of innovative and inventive outcomes.
- To introduce and engage students with the complexities of the design process.
- To enable students to develop their craftsmanship through hands-on experience of processes, materials and techniques.
- To introduce contemporary jewellery and related products, gaining knowledge and understanding of how these relate to the wider field of art and design.
- To introduce a range of historical and theoretical frameworks to inform ways of thinking.
- To introduce the skills of independent thinking and formulating considered opinions.
- To research, analyse, record and use information from a variety of sources.

- To develop presentation skills that evidence effective verbal, visual and written communication.
- To gain knowledge and awareness of batch production techniques, materials and processes to enable the design and manufacture of a range of products.
- To encourage independent research through interaction and liaison with outside agencies in the relation to outsourcing components.
- To introduce new technologies and aspects of IT in relation to batch production processes.
- To develop an innovative component to facilitate the design and manufacture of a contemporary range of products.
- To respond to a variety of externally set design briefs.
- To introduce aspects of professional practice alongside opportunities for personal development through interaction with outside agencies.
- To gain an understanding of commercial issues and constraints within a professional context.
- To gain experience about the breadth of opportunity and possible future career directions within the discipline and related fields.
- To effectively communicate and professionally present design proposals to an outside agency.

#### **Aims for Level 5:**

- To gain knowledge an understanding of the complexities of forming and running a contemporary jewellery design business as a designer/maker.
- To develop interpersonal, collaborative and team working skills.
- To develop an understanding of commercial issues and their influence on design.
- To design and manufacture a range of commercially viable products appropriate to the company identity.
- To produce products to a high professional standard in order to be able to sell these directly to the public.
- To organise and host a private view, selling event, to sell the products to the public.
- To identify individual interests and directions through a personal enquiry into the discipline and wider context.
- To develop critical opinions, underpinned by theoretical knowledge, through research and analysis.
- To communicate personal opinions to others by engaging in discussion and debate.
- To participate and contribute to peer-led discussions to develop critical thinking and the ability to communicate ideas with confidence .
- To reflect on the debate/s and further formulate and theorise ideas within a written report.
- To consider potential directions for personal development 1 by participating in a variety of projects which explore the breadth of the discipline.
- To challenge and question ideas by designing and creating responses to a number of different contexts in relation to concept, function, materials, and scale.
- To develop a conceptual approach through intellectual engagement and to broaden experience, perceptions and understanding of the breadth of possibilities within the field.

- To initiate an individual approach by establishing a personal visual identity and methodology for utilising research and developing design ideas.
- To reflect on skills and knowledge gained during their learning experience and to identify personal strengths and weakness.
- To realise a series of work which illustrates their personal visual language.
- To consider possible future career directions and to identify future goals in order to maximise their learning experience during level 6.
- To gain awareness, knowledge and understanding of future employability, career pathways and opportunities within the discipline and its related fields.
- To develop professional practice skills alongside opportunities for personal development through interaction with potential employers.
- To develop a professional portfolio to introduce themselves to outside agencies.
- To gain professional experience in the workplace appropriate and relevant to the field of study.
- To present their experience, findings and conclusions to the peer group.

#### **Aims for Level 6:**

- To formulate a personal direction, visual identity and methodology in relation to contemporary practice.
- To continue establishing an individual approach and methodology for utilising research and developing innovative design ideas across two and three dimensions.
- To sustain a self-directed investigation and personal enquiry over an extended period of time, by planning and managing time effectively.
- To challenge the boundaries of the discipline and to develop innovative ideas and original solutions.
- To produce a series of professional outcomes which clearly establishes a personal identity and visual language.
- To consolidate individual interests to inform an in-depth enquiry and investigation into their chosen specialism.
- To critically analyse and evaluate a breadth of sources, both primary and secondary, theoretical and practical, facilitating the development of specialist research skills.
- To use this underpinning knowledge to establish their own position within a critical framework and to articulate personal opinions and argument persuasively.
- To present a written argument that evidences in-depth and sustained critical thinking within formal academic conventions.
- To extend previous knowledge gained in the former professional practice modules, Professional Collaboration and Professional Experience.
- To gain further experience and consider career paths across the breadth of the discipline.
- To define a personal direction, identify future goals and develop a strategy in preparation for potential career opportunities upon graduation.
- To create the necessary promotional materials to a professional standard in order to launch their career.
- To effectively communicate a personal philosophy to an external audience.
- To synthesise a personal approach and consolidate an individual professional identity, underpinned by in-depth knowledge and understanding of contemporary practice within their chosen field of investigation.

- To sustain a personal enquiry and manage time efficiently to realise intentions within limited time constraints.
- To produce an innovative final collection of products which are realised to a high standard of professionalism and demonstrate an individual identity and personal visual language.
- To culminate their learning experience by exhibiting their final collection of work within a public exhibition as a celebration of their achievements and to enable them to promote their work for potential career opportunities.

**Learning Outcomes and the means by which they are achieved and demonstrated:**

***On successful completion of Level 4 modules students will be able to:***

- Demonstrate evidence of research across primary, secondary, contextual and technical sources.
- Utilise information, materials, processes and techniques with an experimental approach, enabling innovative 2D & 3D design development.
- Create appropriate design/technical solutions and final outcomes in response to the set project brief.
- Demonstrate effective utilisation of research across a range of historical, contemporary and theoretical sources.
- Demonstrate independent thinking and the ability to formulate critical opinions.
- Demonstrate an ability to communicate and present ideas using effective verbal, visual and written skills.
- Create an appropriate and innovative final outcome which effectively utilises a batch produced component to enable a versatile product range.
- Demonstrate effective utilisation of research to inform appropriate design development in response to company requirements.
- Create appropriate design/technical solutions and final outcomes in response to externally set project briefs.
- Communicate proposals effectively by employing appropriate presentation techniques

***On successful completion of Level 5 modules students will be able to:***

- Interact effectively with others through collaboration, collective endeavour and negotiation.
- Utilise research, materials, processes and techniques enabling the development of innovative designs in response to commercial requirements.
- Create innovative commercial designs appropriate to the company identity and manufacture products to a high professional standard suitable for retailing.
- Demonstrate breadth of knowledge and understanding with evidence of appropriate research into graduate opportunities and related employability issues.
- Effectively utilise promotional material to communicate and promote themselves to appropriate employers.
- Evaluate and communicate the acquired work experience with appropriate and effective presentation techniques.

- Generate appropriate research in response to each context, across a breadth of sources to inform subsequent design development.
- Utilise information, materials, processes and techniques enabling experimental 2D and 3D design development in response to each individual context.
- Create an innovative series of final outcome/s which are appropriate and respond to each context.
- Synthesise research and formulate reasoned arguments and opinions to facilitate a chaired presentation.
- Demonstrate the ability to critically evaluate arguments and opinions, generating a written report which concludes the personal investigation .
- Articulate and communicate ideas through engaged and sustained discussion on subjects relating to the discipline.
- Generate personal ideas and concepts, in response to a self-initiated project brief supported by appropriate research sources.
- Utilise materials processes and techniques enabling innovative 2D & 3D design development with a self-directed approach and methodology .
- Create an appropriate series of final outcome/s which illustrate a personal visual identity and innovative direction.

***On successful completion of Level 6 modules students will be able to:***

- Propose a self-initiated project brief which establishes personal intentions, methodology and direction.
- Generate appropriate research across a breadth of sources, which is critically analysed and utilised effectively, to inform subsequent design development.
- Utilise materials, processes and techniques enabling innovative design development across two and three dimensions.
- Create an innovative series of final outcomes which illustrate a personal visual identity to a high standard of professionalism.
- Critically evaluate research across a broad range of theoretical and practical, primary and secondary sources.
- Demonstrate independent thinking and the ability to prepare reasoned arguments and opinions that persuade others.
- Articulate informed arguments within a formal academic written framework.
- Compile a professional portfolio of self-promotional material by utilising, information, knowledge and appropriate design and IT skills, which focuses on a personal direction.
- Prepare a professional presentation in relation to their final collections, and to effectively communicate this verbally to an external audience.
- Demonstrate effective utilisation of research to enable appropriate design development across two and three dimensions relevant to personal brief.
- Create an innovative collection of final outcomes which illustrate a personal visual identity to a high standard of professionalism.

**Learning, teaching, and assessment methods used:**

A variety of different learning and teaching methods are employed including

- Studio and workshop activities
- Demonstration and practice of practical skills
- Presentations

- Critiques
- Team Work
- Module Briefings
- Tutorials with Staff
- Mentor tutorial with Artist in Residence
- Feedback
- Online Learning
- Self-directed and independent learning
- Self-directed study visits
- Peer group discussions
- Mentoring across levels
- One day projects
- Pop up and interim exhibitions
- Live projects and collaborations
- Work experience
- Employability skills
- Key transferable skills
- Top tip sessions
- Studio Cruises

A range of assessments methods is utilised with the primary focus on the culmination of project work, which is professionally exhibited at the end of the module, within the student's personal workspace. Other methods are verbal presentations, written reports, essays and portfolios

Modules are assessed upon completion according to the learning outcomes specified within the module descriptions; these are weighted appropriately and the marking scheme is used to assess the quality of work.

Formative feedback is on-going throughout the module and summative feedback is provided as written comment on assessment forms; additionally studio modules include verbal discussion in the studio

### **Programme structure**

The structure of the course, levels, modules, credit values, and the awards which can be gained are shown below

<b>Module Number</b>	<b>Module Name</b>	<b>Credits</b>
<b>Level 4</b>		
JEW4005	Introduction to Specialism	30
JEW4002	Contextual Study 1	30
JEW4003	Design for Production	30
JEW4006	Professional Collaboration	30
<b>Award: Cert HE (120 credits)</b>		
<b>Level 5</b>		
JEW5006	Entrepreneurial Design	30
JEW5008	Professional Experience	30
JEW5003	Contextual Study 2	15
JEW5002	Contextual Design	30
JEW5004	Personal Development 1	15
<b>Award: Dip HE (240 credits)</b>		



<b>Level 6</b>		
JEW6010	Personal Development 2	30
JEW6014	Contextual Study 3	30
JEW6012	Professional Practice	15
JEW6013	Personal Development 3	45
<b>Award: BA (Hons) (360 credits)</b>		

### **Support for Learning including Personal Development Planning (PDP)**

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- Regular, timetabled tutorial advice and support on personal direction, development and opportunities for progression.
- A course handbook is available on Moodle and course noticeboards which outlines philosophy, aims, modules and level descriptors, learning outcomes, academic, technical and support staff, and provides information and signposts to other services within the University .
- Access to Artists in Residence who offer mentor tutorials and support within the studios.
- I-City provides on-line access to the University's regulations and policies governing the award of certificates, academic policies, procedures and guidance notes related to assessment.
- I-City signposts students to a variety of support services available.
- An on-going programme of specialist BCU students service is available at the school and signposted on Moodle and I-City and includes financial advice and support (including access funding) counselling, health, disability support (financial, personal assistance and dyslexia), careers advice and chaplaincy.
- An induction programme which outlines course requirements, introduces the school, community, tutorial and support mechanisms, staff roles, availability and location. This programme also includes induction to wider university resources such as CICT facilities, including Moodle, the digital library, access to Internet, printing and e-mail facilities.
- An induction programme introducing students to relevant technical resources and specialist equipment, prerequisite training sessions and safe working practices.
- Technical and support staff offer assistance where necessary .
- The design of the building enables interaction across course establishing a creative community, so our students are encouraged to mix with others studying across full and part time, higher national, undergraduate, and postgraduate courses.
- The course benefits from its unique location in the heart of the Jewellery Quarter and it is this environment which is an essential learning resources.
- Students benefit from this creative community and a high level of peer leaning and mentoring is encouraged across levels, via interactive initiatives such as top tip, cross level critiques, studio cruises, work in progress exhibitions which are important leaning resources.
- Personal reflection and evaluation throughout the course including identifying future action planning .
- A universal equal opportunities policy and student charter.
- Membership of the BCU Union of Students.

- A well-resourced academic environment: the School is a specialist subject specific learning environment, and students benefit from a wide range of resources, across specialist tools, equipment, machinery, and IT software.
- Speciality libraries within the school, Faculty and across the University with specialist staff to support students' needs.
- The school of jewellery website also provides up to date news on graduate successes.
- Further learning resources are available at the Jewellery Industry Innovation Centre.

Online Moodle resources as follows;

- Technical Directory – hand outs and films have been produced and used within sessions and for self-directed learning.
- Services and suppliers –specialist information for outsourcing services and materials.
- Information Exchange – provides specialist websites for independent research.
- Module information, house all information relevant to the module, including briefs, timetable, and discussion forums.
- Course noticeboards, provide Top Tip films, access to all course materials, information about related exhibition and opportunities.
- Wider BCU resources such as signposts to personal development planning.

### **Criteria for admission**

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

### **Methods for evaluation and enhancement of quality and standards including listening and responding to views of students**

Student evaluation methods include;

- Tutorials
- Module questionnaires
- Student Lunches
- Staff/student forums
- Course reps for each level
- Board of Studies
- Faculty Forums
- National Student Survey

Issues relating to quality and standards may be discussed at;

- Course team talk meetings
- Course directors meetings
- Staff Module Evaluation
- Annual Course Report
- Final Examination Boards
- School Academic Monitoring Committees
- Student Experience Committee
- Faculty Academic Standards and Quality Enhancement Committee
- Undergraduate Forum
- Faculty Senior Management
- Institute Board
- Senate

The course adheres to the University's and Faculty's Academic Monitoring schedule which considers the following:

- Faculty statistics on applications, enrolments, progression, and results
- Analysis of all modules undertaken
- External examiners' reports
- Responses to these reports by the course team