

# **Programme Specification: HND Gemmology**

**Date of Publication to Students: 2009**

**NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.bcu.ac.uk/pme>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

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| <b>Awarding Institution / Body:</b>    | <b>Birmingham City University</b>                      |
| <b>Teaching Institution:</b>           | <b>Birmingham City University</b>                      |
| <b>Interim Awards and Final Award:</b> | <b>HND Gemmology</b>                                   |
| <b>Programme Title:</b>                | <b>Higher National Diploma in Gemmology</b>            |
| <b>Main fields of Study:</b>           | <b>Gemmology, Jewellery related skills</b>             |
| <b>Modes of Study:</b>                 | <b>Full-time</b>                                       |
| <b>Language of Study:</b>              | <b>English</b>   |
| <b>UCAS Code:</b>                      | <b>067W HND/G (Route A)<br/>067E HND /DB (Route B)</b> |
| <b>JACS Code:</b>                      |  |

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

## **Programme philosophy and aims**

**Explain the overall approach adopted by the programme and how it leads to the aims shown below**

**The aims of the programme are to provide learners with:**

- The theoretical knowledge and development of skills and abilities to achieve professional standards within the subject area.
- A vocational curriculum which provides a broad practical based educational experience.
- A curriculum that provides an intensive induction programme where the essential characteristics of the discipline are established and thorough stone testing experience gained through the use of laboratory equipment.
- A curriculum that provides an opportunity to develop a high level of expertise in the relevant techniques of identification, classification and application of gemstones.
- A curriculum that provides knowledge of basic jewellery manufacturing.
- an awareness of the historical and theoretical context of gemstones within the field of jewellery and silversmithing.
- General skills of communication and problem solving.

**Intended learning outcomes and the means by which they are achieved and demonstrated:**

**Learning Outcomes<sup>1</sup>**

**Opportunities to develop and demonstrate knowledge and understanding, skills and other attributes as follows:**

1. The principles of basic crystallography.
2. Methods used to identify a wide range of natural, synthetic, artificial and simulated materials.
3. The commercial consequences of such identification.
4. Basic jewellery techniques and processes.
5. Health and safety regulations.
6. Historical, social and technological development relative to both gemmology and jewellery.

**Intellectual / cognitive skills:**

7. Research, analysis and evaluation of information.
8. Apply diagnostic knowledge in problem solving.

**Practical, research and independent learning skills:**

9. Develop a range of problem solving activities.
10. Collect and analyse information to specific tasks.
11. Demonstrate knowledge and awareness of current developments towards imitation and simulant materials.
12. Development of research strategies and collection of database.

**Transferable / key skills:**

13. Make oral and written presentations.
14. Show confidence, self-awareness and self-reliance.
15. Show ability to work both individually and as a team.
16. Research skills and problem solving.
17. Make effective use of information technology.

**Learning teaching, and assessment methods used re:  
Knowledge and understanding:**

- Formal lectures, seminars and independent learning activities.
- Formal and informal written assignments marked in accordance with specified professional criteria.
- Student tutorials.
- laboratory based learning.
- assessments are both formative and summative. Knowledge and skills are assessed by a variety of methods including display of project work, written and verbal presentations and examination.
- Group discussions.
- Student tutorials.

**Intellectual / cognitive skills:**

- Each project has its own written brief outlining aims and objectives, and criteria for assessment.
- Direct studio teaching allows for continuous evaluation and assessment.

**Practical, research and independent learning skills:**

- Assessment of project work carried out by course team delivering individual modules.
- Specialist lecturers brought in from industry to supplement course team and add breadth to the course.
- Demonstration of specific techniques by lecturing staff.
- Article submission to professional specialist periodical.

**Transferable / key skills:**

- The aims and objectives of projects are devised to allow skills to be easily evaluated through both written and oral assignment work.
- THS written and verbal presentations submitted for assessment.
- Regular formal written tests.
- Peer group learning.

## Programme structure and requirements, levels, modules, credits and awards

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

### Level 1

| Module number | Module name                           | Credit |
|---------------|---------------------------------------|--------|
| AMJ42201      | Historical and Contextual Referencing | 15     |
| AMJ42202      | Introduction to Jewellery Techniques  | 15     |
| AMJ42203      | Introduction to Gemmology             | 15     |
| AMJ42204      | Physical Properties                   | 15     |
| AMJ42205      | Theory of Light                       | 15     |
| AMJ42206      | Natural Gemstones 1                   | 15     |
| AMJ42207      | Natural Gemstones 2                   | 15     |
| AMJ42208      | Synthetics                            | 15     |

120 credits

### Level 2

| Module number | Module name              | Credit |
|---------------|--------------------------|--------|
| AMJ42209      | Critical Studies         | 15     |
| AMJ42210      | Applied Techniques       | 15     |
| AMJ42211      | Professional Practices 1 | 15     |
| AMJ42212      | Professional Practices 2 | 15     |
| AMJ42213      | Professional Practices 3 | 15     |
| AMJ42214      | Theory of Diamonds 1     | 15     |
| AMJ42215      | Theory of Diamonds 2     | 15     |
| AMJ42216      | Professional Practices 4 | 15     |

**Award: HND (240 credits)**

## **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:

- A well-resourced academic environment.
- An induction programme introducing them to the safe working practice of the gemmology laboratory and jewellery workshops, in accordance with the health and safety guidelines.
- An induction to the library facilities and how to access information effectively. Students have access to all BCU libraries, internet and e-mail facilities.
- A student handbook fully outlining the course philosophy, aims and objectives, course structure and curriculum, module outlines, assessment criteria and university assessment regulations. It also highlights the academic and support staffing, codes of practice, health and safety and material suppliers supporting practice.
- Regular academic and pastoral support from assigned personal (primary), secondary and group tutors.
- Access to Level co-ordinators, Course Director and Head of School at reasonable notice, or access to any other tutor for further support if needed.
- A mechanism within Studio Practice whereby they write a formative Proposal of Study and a summative Appraisal of study. This identifies, with tutors comments, personal direction and growth.
- Access to Student Services facilities at BCU, including financial advice, careers and job bureau counselling, disabilities, crèche and chaplaincy.
- An equal opportunities policy and student charter operating at BCU.

## **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**

**Committees:**

- Course Boards of Studies.
- Departmental Academic Monitoring Committee.
- Institute Board.
- Staff/Student Forums.
- Final Examination Boards.
- Core team meetings.
- College wide review structure.

**Mechanisms for review and evaluation:**

- Review and validation.
- Annual review/report.
- Student feedback via Questionnaire.
- Annual Staff Appraisal (IPR).
- External Examiners Report.
- Course Team Meetings.
- Curriculum Review Committee.
- QAA.