

Programme Specification BA Hons Horology

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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 the Faculty web site address, (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.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	School of Jewellery
Interim Awards and Final Award:	Certificate of Higher Education (L4) Diploma of Higher Education (L5) Bachelor of Arts (L6) Bachelor of Arts with Honours (L6)
Programme Title:	BA Hons Horology
Main fields of Study:	The History and Theory of Horology. Practical skills acquisition. Conservation, and Servicing techniques. Technical Illustration and Design. Commercial Practice.
Modes of Study:	Full Time
Language of Study:	English
UCAS Code:	W723
JACS Code:	W723
SITS Code :	US0011

Professional Status of the programme (if applicable):

The skills learnt will enable students to sit and gain the professional examination qualifications of the British Horological Institute, accredited by EAL. It is hoped that some of the Modules will receive accreditation by the BHI for their equivalent Units.

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

QAA Benchmarks for Art and Design 2008

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/ADHA08.pdf>

Programme philosophy:

Within a unique, stimulating and dynamic environment, the School of Jewellery's professionally equipped Horology department embraces the School of Jewellery philosophy of the pursuit of excellence, creating an environment where students can acquire the education and skill set necessary to meet the growing demands of the horological world.

Through a well-established learning and teaching strategy of enquiry, investigation and analysis the Horology programme encourages innovation and intellectual engagement within a supportive atmosphere. Students will develop their practical and critical thinking skills through cognitive interaction with the subject, alongside the growth of their personal and professional identity.

Underpinned by the core values surrounding employability and the student experience, the curriculum is designed to deliver both the traditional skills and encourage the exploration and use of developing technologies to meet modern standards whilst introducing a broader range of studies to prepare for vocational practice that will allow the student the choice and opportunity to specialise within the diverse world of horology.

The programme will enable students to

- Develop complex craft and analytical skills by evaluation of the principles of horological design and the operation of complex mechanisms, and to employ creative strategies to resolve complex issues related to horological practice.
- Foster an enduring curiosity for continuing professional development and a responsible attitude to the community and environment, both in the field of horology and beyond
- Evaluate evidence, arguments and assumptions to reach sound judgements and to communicate them effectively.

The aims of the programme are to:

Provide a nurturing learning environment in which students can become confident multi-skilled horological professionals, able to:

- Research and investigate, source and analyse a variety of information, processes and materials and use these in the servicing and repair of horological mechanisms
- Master complex analytical, repair and restoration skills and techniques
- Manage their own time and workload from project rationale through to final outcome and presentation of work in order to meet deadlines
- Be resourceful and entrepreneurial in the support of their work
- Understand business and commercial issues and constraints.
- Work to professional standards
- Develop critical awareness in the review and evaluation of their own work and the

work of both their peers and practitioners.

- Develop interpersonal and collaborative attributes
- Articulate their ideas in a variety of forms confidently to a range of audiences
- Understand and apply industry standard CAD software.
- Appreciate critical, contextual, historical, conceptual and ethical dimensions of Horological practise, and art and design in general.
- Demonstrate awareness of key developments in horology.

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

Learning Outcomes

Level 4

1. Knowledge of main developments in design history from late eighteenth century to the present.
2. Understanding of the vocabulary and terminology of Design
3. An understanding of approaches to the discussion of design; an ability to analyse visual quality. Develop a capacity for independent thought
4. Ability to use English with clarity. Development of oral presentation skills; an ability to integrate illustrative material with words.
5. To present technical drawings to correct current conventions using a variety of tools and techniques
6. To accurately utilise underlying concepts and principles behind escapement design.
7. To demonstrate effective independent research skills and manage information from a variety of sources.
8. To accurately develop and communicate lines of argument and sound judgements in accordance with the basic horological theories and concepts
9. To successfully interpret knowledge and to evaluate and deploy different approaches to problem solving related to developments in horological understanding.
10. To demonstrate both personal and professional responsibility in the context of Horological skill development.
11. To effectively communicate the results of their study accurately, in a timely and professional manner
12. Research, analyse, evaluate and interpret information and apply to context.
13. To successfully plan and manage own time efficiently both individually and as part of a team.

Level 5

1. Evaluate an in depth knowledge of a chosen topic, based on a thorough research and recording of information.
2. Prepare reasoned arguments showing critical awareness, independence of judgement and thought
3. Manage a professional written/visual presentation of work with proper regard for academic formalities; referencing and bibliographies
4. To evaluate the appropriateness of traditional & emerging techniques/approaches to the demands of complex horological component production
5. To initiate and undertake critical analysis and propose appropriate solutions to horological problems and beyond.
6. To demonstrate both personal and professional responsibility in the context of Horological skill development both individually and as part of a team.
7. Research, analyse, evaluate and interpret information from a variety of sources and apply to context.
8. To accurately develop and communicate lines of argument and sound judgements in accordance with advanced horological theories and concepts
9. Effectively communicate information in a variety of forms to specialist and non-specialist audiences, with particular reference to horological disciplines.
10. To demonstrate both personal and professional responsibility in the context of Horological skill development both individually and as part of a team
11. To evaluate the appropriateness of traditional & emerging techniques/approaches to the demands of complex horological component production
12. To demonstrate knowledge and understanding of horological design principles, their limits and resulting effect on analysis and implementation.

Level 6

1. To apply the methods and techniques learnt to review, consolidate extend and apply knowledge/skill to provide solutions in complex project management
2. Research, analyse, evaluate and interpret information from a variety of sources and apply to context.
3. To demonstrate initiative and personal responsibility, and decision making in complex and unpredictable contexts.
4. To demonstrate knowledge and understanding of advanced horological design principles, their limits and resulting effect on analysis and implementation.
5. To accurately develop and communicate lines of argument and sound judgements in a variety of forms to specialist and non-specialist audiences
6. To successfully interpret and apply knowledge to critically evaluate different approaches to problem solving related to developments and limitations in horological understanding

Learning teaching, and assessment methods used

Formative assessment and feedback will be given frequently in verbal form, via self and peer evaluation and one to one tutorial support.

Summative assessments will be given in response to the completion of specific project briefs and to written and practical examinations.

The course will be delivered through a variety of formats including: e-learning, formal lectures, tutorials and self- directed studies. One to one staff contact and group work will enable the free exchange of knowledge and experience. Alongside a Staff Team of professional, practising horologists, and a supportive team of specialised technical support, the students will also engage with professional horologists through visits from leading practitioners and visits to places of interest.

A combination of theoretical studies and practical skill based competencies will be individually demonstrated and then assessed, building in complexity throughout the duration of the course. The student will then apply these skills to a series of realistic problem based projects which will allow them to explore and appreciate the potential of these skills in a professional context.

This will develop self-confidence and the responsible methodical approach required by the industry. Students will be encouraged to work individually and in group settings to develop interpersonal and communication skills. Continuing reflection will be encouraged by the production of a learning diary and a portfolio of work and designs that will be professionally presented in a variety of formats

Research undertaken by staff, often in conjunction with students, will both inform and enhance the learning opportunities and skills acquisition available to students.

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

BA (HONS) Horology Level 4 During this level students are introduced to a broad range of horological studies, theory and technical skills, building a sound base for further study in Level 5 and Level 6		
MODULE TITLE	CREDIT VALUE	CONTENT
HOR4000 Contextual Studies 1	15	Series of Lectures on the history of Art & design, with a student lead presentation, culminating in a written submission
HOR4001 Design Drawing 1	15	Introduction to Engineering Drawing to latest BS standards using traditional(Pencil) and digital techniques, to produce design drawings of individual components through to complex escapement drawings.
HOR4002 Horological Theoretical Studies	30	An introduction to principle constructs underlying simple horological mechanisms and escapements. Their evolution, design and operation.
HOR4003 Professional Practice 1	30	Service and portfolio presentation of a variety of simple mechanisms
HOR4004 Applied Studies 1	30	A series of practical projects making items out of ferrous and non-ferrous metals, assessed for Accuracy and Finish,

BA (HONS) HOROLOGY Level 5 During this level students are introduced to further theoretical study of horological mechanisms, and advanced design and technical skills.		
HOR5000 Contextual Studies 2	15	Further exploration and in-depth evaluation of a chosen topic, relevant to their discipline culmination in a written piece demonstrating academic ability and written communication.
HOOR5001 Manufacturing and Finishing Techniques	15	Introduction to and exploration of various production and repair techniques, both traditional and modern, alongside advanced surface finishing skills.
HOR5002 Advanced Horological Theoretical Studies 1	15	Further study of complex Horological component design and development including complex escapement design and evaluation.
HOR5003 Professional Practice 2	15	Development and evidencing of analytical and problem solving skills associated with horological repair and servicing via portfolio presenting relevant research , appraisal, approach and outcome.
HOR5004 Applied Studies 2	30	A series of more complex practical projects designed to develop critical thinking, production and finishing techniques.
HOR5005 Specialist Studies 1	30	Design proposal for Final Year “ Masterpiece”, uniting the skills and techniques developed across all other modules.

BA (HONS)HOROLOGY Level 6

During this level students are introduced to further theoretical study of horological mechanisms, and advanced design and technical skills. Greater employability skills are developed, alongside the production of a “Masterpiece” that will summarise and demonstrate their knowledge/skills acquisition.

HOR6000 Commercial Awareness	15	Introduction to a range of skills necessary for vocational practice, designed to increase employability and potential career progression.
HOR6001 Advanced Horological Theoretical Studies 2	15	Further study of complex Horological component design and development. More complex escapement design and evaluation.
HOR6002 Professional Practice 3	30	Development and evidencing of analytical and problem solving skills associated with the repair and servicing of clocks or watches via portfolio presentation evidencing relevant research , appraisal, approach and outcome with greater emphasis on conservation, repair and restoration techniques.
HOR6003 Specialist Studies 2	60	Production of “Masterpiece” . A significant horological mechanism that will showcase the combined workshop and employability skills of the individual. The mastery of practical/technical and project management skills, alongside a critically reflective and self-evaluative report professionally presented via a variety of media .

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 and practical environment
- Moodle and the School of Jewellery Website, and iCity pages
- A Course Handbook outlining the course philosophy, aims, learning outcomes, module descriptors, assessment criteria and student feedback, standard assessment regulations, academic, technical and support staff, essential aspects of Health and safety.
- Regular timetabled PDP tutorials and tutorials offering support and advice on performance.
- On-line access to the University's regulations and policies governing the award of degrees, and academic policies, procedures and guidance notes related to assessment, a variety of students matters, recruitment, titles and codes of practice.
- A programme of appropriate taught sessions for research, contextual, technical and professional skills that build and consolidate learning.
- An orientation programme outlining course requirements, tutorial and support mechanisms, staff roles, availability and location.
- An induction programme introducing students to Faculty and University library, IT facilities, Moodle, Digital Library, access to Internet and e-mail facilities and other forms of information retrieval.
- A range of relevant tools and learning materials and information.
- A comprehensive faculty-wide policy on student progression with agreed tariffs.
- A large community of full and part time pre-graduate, higher national, undergraduate, postgraduate and higher research students engaged in predominantly vocationally orientated programmes in art, design and media.
- Access to BCU Student Services, including financial advice and support (including access funding), counselling, health, disability support (financial, personal assistance and dyslexia), careers advice, job bureau and chaplaincy.
- Access to CELT (Centre for the Enhancement of Learning and Teaching) that offers support to students in line with the Birmingham City University Learning and Teaching Strategy for 2006-2012
http://www2.bcu.ac.uk/docs/downloads/celt/LTA_Strategy_-_Dec_2007.docx
- An equal opportunities policy and student charter.
- Membership of the BCU Union of Students and Alumni.

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

Module feedback

- students are asked to complete a questionnaire at the end of each module that evaluates their experience of the module. This information helps the Course team evaluate each Module and the outcomes of this review go forward in the Course Annual Report with recommendations for any changes.

External Examiner

- independent external academic who evaluates the delivery and processes of the Course on an annual basis. Any areas highlighted for improvement or as good practise are then targeted via the Annual Report and resulting Action Plan.

Annual Report

- Annual review of the programme on both a module by module basis, and on an overall statistical basis examining areas of good practise and highlighting areas for improvement

Staff/student forums

- regular scheduled meetings with the students and staff help inform the review process

Course Team Meetings

- meeting in a regular and timely manner facilitates minor improvements and informs discussion on adaptations to the programme

Course Board of Studies

- formal mechanism for communicating with the students about the academic structure and delivery of the programme, presentation of the Annual Report and resulting Action Plan, and discussion where appropriate

Examination Boards

- presentation and ratification of student module results, where any anomalies or trends can be highlighted and targeted for investigation.

National Student Satisfaction Survey

- Collection of student responses to common questions to evaluate student experience to allow comparison of performance with other similar programmes

Schools Academic Monitoring Committee

- Formal vehicle for presenting and analysing academic performance on a module by module basis, and for reviewing the Annual Report to highlight areas of good practise or for improvement on a Course level, and indeed where common "School" issues arise.

FASQEC

- As above, but on a faculty basis

Programme Re-approval Procedure

- Vehicle through which the Course is evaluated and scrutinised on a cyclical basis and assessed for re-approval or for improvement where necessary