Programme Specification: PgCert / PgDip / MA Jewellery, Silversmithing and Related Products

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/biad, (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.

The information from this specification may be selectively extracted and included in documents that are more appropriate for students, intending students and employers.

1	Awarding Institution / Body:	**University of Central England**
2	Teaching Institution:	**University of Central England**
3	Programme accredited by:	**N/A**
4	Final Award:	**Master of Arts Jewellery, Silversmithing and Related Products**
5	Programme Title:	**PgCert / PgDip / MA Jewellery Silversmithing and Related Products**
6	UCAS Code:	**N/A**
7	QAA Benchmarking Group:	**Art &Design**

8   Aims of the programme

The programme aims to provide learners with:

- A curriculum that addresses the existing and potential relationships within the specialist area of jewellery, silversmithing and related products and educates its students to recognize, identify, understand and operate within this diversity.

- Structured, project based learning activities which develop creative, design and making skills, research and investigative abilities, experience of evaluating practical and cultural issues in the subject area and independent learning to an advanced level.

- A supportive environment with access to specialist technologies, exhibitions, library and research facilities.

- Design experiences including ideas generation focused through strategies for concept development, the analysis of design problems and reflection on the relationships between personal objectives, cultural and sociological values, market identities, prototyping techniques and new technologies, thus enhancing knowledge and understanding, as well as facilitating the formation of professional studio methodologies.

9 Intended learning outcomes and the means by which they are achieved and demonstrated: the programme provides learners with opportunities to develop and demonstrate knowledge and understanding, skills and other attributes as follows:

Knowledge and understanding

Knowledge and understanding of:	Teaching, learning and assessment methods used:
• The identification, research and evaluation of appropriate contextual issues. • The generation of self-directed and research based design concepts. • Aesthetic considerations based on market analyses and/or conceptual understanding. • The interpretation and realisation of design concepts in new product development. • Limited or multiple production using technologies, which might have been newly developed to an advanced level, are newly acquired, have been previously unfamiliar or have been re-interpreted in a new context. • Comprehensive knowledge of current crafts practice and related conceptual debate.	• Knowledge and understanding are acquired through project briefing, tutor-led seminars, student-led seminars, individual and group tutorials, peer group learning, critiques, demonstrations, group workshops and self-directed studio practice and design development. • Learning methods include individual design investigation, primary and secondary research, process and material experimentation through making, the analysis and synthesis of alternative design solutions, aesthetic evaluation, design development and the preparation of prototypes, peer group learning. • Assessment criteria for each module are specified in the module profiles. • Formative and summative assessment methods allow for critical reflection and provide feedback to individual students on their progress, attainment and career objectives.

Skills and other attributes

Intellectual / cognitive skills:	**Teaching, learning and assessment methods used:**
- Analyse and exercise critical judgement in understanding and evaluating self-directed design projects. - Assimilate and evaluate information from a variety of sources, prioritise and recompose information for a given purpose. - The creative, imaginative skills necessary to plan, organise, evaluate and implement a chosen design direction. - Critical and self-reflective evaluation of experience, which informs future development. - The ability to conceptualise personal studio practice and to further generate independent ideas and designs. - Understanding the transferability of these skills to real-life creative and professional practice. - Assess viability of production in terms of complexity and cost. - The ability to explain complex ideas by verbal and written description, graphic and three dimensional presentations, display and exhibition.	- Individual and group tutorials, tutor-led and student-led seminars, lectures, and workshops introduce theoretical and methodological approaches to design issues. - Individual and group tutorials and assessment feedback emphasise critical reflection, analytical rigour and the evaluation of individual intellectual and creative responses. - The design process demands the use of primary research in the creation, investigation and resolution of viable design solutions.

Practical, research and independent learning skills:	**Teaching, learning and assessment methods used:**
• The ability to locate, evaluate and interpret appropriate knowledge and ideas from a range of primary and secondary sources.	• Diagnostic induction, lectures and supervised technology demonstrations and introduction workshops.
• Manage complex projects from original idea to final delivery, accepting accountability for personal learning decisions.	• Design research methodologies, project presentation and management practice is developed through individual study, individual and group tutorials, peer group learning, critiques and assessments.
• Manage time and resources efficiently, using planning and organisational skills and meet deadlines.	• Electronic learning and practice of research methods including library and Internet/Intranet searching, case studies, interview techniques, questionnaire design and experimental recording systems.
• Systematic experimentation with processes, materials and finishes, record keeping, prototype testing, costing and pricing.	
• Implementation of self-directed design development into well-refined objects of advanced skill, aesthetic consideration and market viability.	
• The organisation and presentation of written and visual information, including portfolio and/or blog design, report writing and exhibition design.	

Transferable / key skills:	**Teaching, learning and assessment methods used:**
• Ability to work independently, reflect, debate and communicate in an articulate and confident manner.	• Transferable skills are integral to all aspects of learning experience.
• Communicate complex and abstract ideas and engage peers in discussion, critical debate, listening and relating effectively and respectfully to others.	• Workshops and demonstrations are conducted, concentrating on instruction and skills development.
• Manage time effectively, set own goals, prioritise tasks and develop appropriate strategies for achievement of individual aims and objectives.	• Peer group learning through group workshops, critiques and seminars.
• Advanced hand, manufacturing and technical experience and knowledge of production processes in creative/critical practice in the development of design solutions.	• External contacts, visiting speakers and the School's Short Course Programme provide students with access to a wide range of expertise in addition to the resources available within the School and the Jewellery Industry Innovation Centre. These opportunities enable students to develop their portfolio of skills and understanding on a continuous basis.
• Visual, written and oral articulation of creative ideas and their appropriate presentation.	• Assessment criteria are published with each module project brief.
• Motivation, independence, confidence and self-reliance in professional practice.	• Assessment feedback allows for critical reflection and progress evaluation.

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

The structure of the course, the modules, levels and credit ratings, and the awards, which can be gained, are shown below. All modules contain elements of personal development planning which are an integral part of the learning process.

The course has three equal semesters of 16 weeks each giving a total of 48 weeks in full time attendance. Successful completion of Stage 1 leads to the award of Postgraduate Certificate, successful completion of Stage 2 leads to the award of Postgraduate Diploma or Postgraduate Diploma with Distinction and successful completion of Stage 3 leads to the award of a Master of Arts. Part-time study follows the same pattern of levels and awards but over a total period of 96 weeks or equivalent.

Stage 1

Module number	Module name	Credit
JEW7007	Design Project: Diagnostic	15
JEW7008	Design Project: Design Development	30
JEW7009	Research Project	15

Award: Postgraduate Certificate (60 credits at level 7)

Stage 2

Module number	Module name	Credit
JEW7010	Design Project: Research and Innovation	45
JEW7011	Professional Practice Project	15

Award: Postgraduate Diploma (120 credits at level 7)

Stage 3

Module number	Module name	Credit
JEW7012	Master Design Project	60

Award: MA (180 credits at level 7)

11   Support for learning

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

- Unique, purpose built learning accommodation, supplemented by a comprehensive range of traditional equipment and new technologies.

- An electronic learning environment, containing a course handbook outlining course philosophy, aims, module and level descriptors, assessment criteria and student feedback, standard assessment regulations and statements on essential aspects of health and safety; learning resources; e-tutorials and teaching videos; visual and other research links.

- Tutorial advice and support on specialist subject choice, personal direction, design development and career opportunities.

- An induction programme outlining course requirements, tutorial and support mechanisms, staff roles, availability and location.

- An induction programme introducing students to Faculty and University library and IT facilities, the Digital Library, access to Internet and e-mail facilities and other forms of information retrieval.

- An induction programme introducing students to relevant technical resources and specialist equipment, prerequisite training sessions and safe working practices.

- 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 the 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.

- A universal equal opportunities policy and student charter.

- Membership of the BCU Students Union.

12   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.

## 13	Evaluation and improvement of quality and standards

Committees	Mechanisms for review and evaluation:
- Student-Staff Forums - Board of Studies - Examination Boards - Annual Course Monitoring - School Academic Monitoring Committees - Postgraduate Forum - Learning & Teaching Committee - Institute Board - Faculty Academic Standards and Quality Enhancement Committee - Senate Sub-Committees - Senate	- Module evaluation by students and staff - Review of module evaluation at Faculty level - Annual Programme Reports - External Examiners commentaries and formal reports - Peer observation - Individual Performance Review - Student representation on Board of Studies - Review and re-approval events - Internal Faculty audits - University audits - University Student satisfaction Survey - QAA inspection

## 14	Regulation of assessment

Details of the mechanisms and criteria for assessment in individual modules, and the means of determining final degree classifications, are published widely. Students are issued with copies of the University's Standard Undergraduate Assessment Regulations on commencing the course, and individual and collective guidance is given by academic staff on their operation at appropriate times throughout the course.

To qualify for a **Postgraduate Certificate** a student must successfully complete all required assessments and obtain a minimum of 60 credits of which at least 30 must be at level 7. The pass-mark in all modules is 50%.

The award of Postgraduate Certificate is not differentiated.

To qualify for a **Postgraduate Diploma** a student must successfully complete all required assessments and obtain a minimum of 120 credits of which at least 90 must be at level 7. The pass-mark in all modules is 50%.

The award of Postgraduate Diploma with commendation is made to students who achieve a weighted average mark between 60% and 69%.

The award of Postgraduate Diploma with Distinction is made to students who achieve a weighted average mark of 70%.

To qualify for a Master's Degree a student must successfully complete all required assessments and obtain a minimum of 180 credits of which at least 150 must be at level 7. The pass-mark in all modules is 50%.

The award of Masters Degree with commendation is made to students who achieve a weighted average mark between 60% and 69%.

The award of Masters Degree with Distinction is made to students who achieve a weighted average mark of 70%.

External Examiners are appointed.   Their work includes:

- Approving coursework assignments and assessment criteria.
- Monitoring standards through moderation of completed assessments.
- Attending Examination Boards.
- Consultation in the review and re-approval processes.