
Programme Specification

Title of Course: BA (Hons) Jewellery Design & Production

Date Specification Produced: November 2021

Date Specification Last Revised: N/A

This programme specification is designed for prospective students, current students, academic staff, and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning, and assessment methods, learning outcomes, and content of each module can be found in the course handbook and module descriptors.

SECTION 1: GENERAL INFORMATION

Title:	BA (Hons) Jewellery Design & Production
Awarding Institution:	Kingston University
Teaching Institution:	British Academy of Jewellery (BAJ)
Location:	British Academy of Jewellery Camden Campus London
Programme Accredited by:	N/A

SECTION 2: THE PROGRAMME

A. Programme Introduction

This course is concerned with the development of the creative professional practice, technological knowledge, and theoretical understanding necessary to enter a variety of careers in the jewellery and creative industries.

Strong emphasis is placed upon the acquisition and development of manufacturing skills supported by the creative, intelligent and sustainable applications of traditional and emerging materials, technologies and processes in the profession. Contextual studies inform studio practice and address the understanding of jewellery in an intellectual, historical, and cultural context, and in relation to other disciplines.

Specifically, the jewellery design & production course aims to provide education based upon the following key themes:

- 1. TECHNIQUE**
"Thinking Through Making"
Provide technical hands-on training in jewellery manufacturing and design.
- 2. INNOVATION**
"Challenging taught techniques"
Provide students space, time and support to innovate, rethink and analyse.
- 3. PROFESSIONAL PRACTICE**
"Preparing for the Future"
Support students with preparation to launch viable practices, and/or develop the skills to achieve employment goals.
- 4. HISTORY/THEORY**
"Exploring tension between theory and practice"
Support students' development as practitioners and researchers.

These themes not only support the aims and objectives of the course but also ensure that the graduates are industry-ready upon graduation. Students acquire skills and develop a portfolio of work while gaining relevant professional experience. The latter results from the course leveraging strong links with the industry, culminating in the inclusion of live projects involving contextual and site visits. Teaching is delivered by tutors who are also practising jewellers.

Central to the students' experience is the development of grounded technical skills, and the understanding that comes from direct experience and use of materials, techniques, and processes. Students are expected to develop the skill and ability to design, develop, and produce a collection of jewellery items that challenge norms and question conventions in the context of an increasingly complex digital and physical object culture.

The theoretical studies element of the degree is tailored to support students' progress as practitioners and researchers, and to more closely explore the links and tensions between history, theory, and practice. This student-led research culminates at Level 6 in the dissertation: research and reflection that enables students to explore a particular topic in relation to themes in the practice, consolidate critical and analytical skills, and to reflect on their relationship to the wider contexts in which they work.

B. Aims of the Programme

The main aims of the programme are:

- To equip students to pursue their chosen career pathways through professional practice, related employment, or further study or research.
- To introduce a range of subject related critical, creative, technical, and professional skills relevant to employment in the industry.
- To encourage experimentation with, and the creative use of, new and existing techniques, technologies, processes, and materials.
- To foster an understanding of creativity within a commercial context.
- To provide an environment in which to develop an understanding of key critical, professional, theoretical, and cultural debates in the area of jewellery, craft, and design.
- To bolster students' skills in research and analysis, critical reflection, and the development of effective and appropriate communication methods, inspiring a dialogue between theory and skills.
- To encourage independent and critical thinking and the development of transferable skills and competencies.

C. Intended learning outcomes

The programme outcomes are referenced to the UK Quality Code for Higher Education, including the QAA subject benchmarks for Art & Design and History of Art, Architecture & Design the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, and other attributes in the following areas:

Programme learning outcomes					
	Knowledge and understanding On completion of the course, students will be able to:		Intellectual skills On completion of the course, students will be able to:		Subject practical skills On completion of the course, students will be able to:
A1	Demonstrate a comprehensive knowledge of historical and contemporary jewellery design practice and theory.	B1	Demonstrate the development of problem-solving skills through research, critical analysis and the subsequent development of creative solutions within a professional, contextual framework.	C1	Demonstrate an advanced level of practical understanding and technical competence - whether in traditional or digital technology - in jewellery production, with ability to apply skills in commercial context.
A2	Demonstrate a critical understanding of the relationship between theory and practice in art and design as it relates to the subject.	B2	Display a professional level of individual creativity, vision, personal expression and intellectual ability in jewellery production and design which enables successful practising in their disciplines.	C2	Demonstrate an advanced understanding of new and future methods, materials, processes and technologies appropriate to jewellery design.
A3	Express an understanding of the national and international contexts of the jewellery industry.	B3	Recognise the cultural, conceptual and professional contexts relevant to the evaluation and understanding of their work.	C3	Deploy personal and professional presentation skills delivering information effectively and coherently in a variety of ways.
A4	Critically analyse contemporary and historical art, craft and design issues, appropriate theory and the development of skills in critical analysis for their own sake or for the application to their practice.	B4	Demonstrate a personal articulation of the processes related to resolving design problems from research and analyses through design development to presentations.	C4	Employ project management and organisational skills, demonstrating ability for independent learning through the capacity to manage and where appropriate initiate projects.

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of key skills as follows:

Key Skills						
Self-Awareness Skills	Communication Skills	Interpersonal Skills	Research and information Literacy Skills	Numeracy Skills	Management & leadership skills	Creativity and problem-solving skills
Take responsibility for own learning and plan for and record own personal development	Express ideas clearly and unambiguously in writing and the spoken work	Work well with others in a group or team	Search for and select relevant sources of information	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	Determine the scope of a task (or project)	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems
Recognise own academic strengths and weaknesses, reflect on performance and progress, and respond to feedback	Present, challenge and defend ideas and results effectively orally and in writing	Work flexibly and respond to change	Critically evaluate information and use it appropriately	Present and record data in appropriate formats	Identify resources needed to undertake the task (or project) and to schedule and manage the resources	Work with complex ideas and justify judgements made through effective use of evidence
Organise self effectively, agree and set realistic targets, access support where appropriate and manage time to achieve targets	Actively listen and respond appropriately to ideas of others	Discuss and debate with others and make concession to reach agreement	Apply the ethical and legal requirements in both the access and use of information	Interpret and evaluate data to inform and justify arguments	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary	
Work effectively with limited supervision in unfamiliar contexts		Give, accept and respond to constructive feedback	Accurately cite and reference information sources	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	Motivate and direct others to enable an effective contribution from all participants	

D. Entry Requirements

Students must normally be 18 years or over on 1 September in the session of admission.

Applicants will need:

- A minimum of 112 tariff points from recognised level 3 qualifications to include an art or design subject such as a foundation diploma in art or design or an art/design related A-level or recognised equivalent.
- Plus GCSE candidates are normally required to hold four GCSE subjects grades 9 - 4 including mathematics and English language.

Offers will be made on the basis of a UCAS application, portfolio of work, and interview for selected applicants.

Mature students or any non-standard applicants who have not obtained the minimum entry qualifications will be required to submit samples of work prior to being called for interview.

All applicants invited for an interview are required to present a portfolio of work.

Additionally:

A score of 6.0 overall with a minimum of 5.5 in each element in the British Council IELTS academic English test, or equivalent, is required for those for whom English is not their first language.

Admission to Levels 4 and 5

In accordance with University regulations candidates may be admitted to any level of the course, providing that they can demonstrate their ability to effectively fulfil the learning outcomes of the relevant level. This will require an interview and the submission of a portfolio to demonstrate design ability, and the successful completion of an equivalent part of the course to that missed at another educational establishment. An applicant holding an appropriate HND may be admitted to the start of level 5 and applicants who have successfully completed part of an appropriate, related degree course may be admitted into level 5. Admission to level 6 is exceptional. Industrial experience or successfully gaining a merit award in a foundation degree or an international equivalent qualification is acceptable for consideration. Applicants seeking prior credits for advanced standing will be considered through the university's recognition of prior learning (RPL) credit-rating mechanism.

E. Programme Structure

This programme is offered as a full field in full-time mode, and leads to the award of BA (Hons) Jewellery Design & Production. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules. Intake is normally in September.

E1. Professional and statutory regulatory bodies

Not applicable.

E2. Work-based learning

Work placements are actively encouraged, although it is the responsibility of individual students to source and secure such placements. Students will develop skills to identify placements through the course. This allows students to reflect upon their own personal experience of working in an applied setting, focus on aspects of this experience that they can clearly relate to theoretical concepts, and evaluate the relationship between theory and practice.

E3. Outline programme structure

The first two levels are made up of 4 modules of each 30 credits; the last level is made up of two 30 credit modules and one module of 60 credits. Typically a student must complete 120 credits at each level. The programme is part of the university's undergraduate regulations (UR). All students will be provided with the university undergraduate regulations and the course handbook. Full details of each module will be provided in module descriptors and module guides.

Level 4 (all core)				
Compulsory modules	Module code	Credit value	Level	Teaching Block
Jewellery Workshop Fundamentals	JA4001	30	4	1&2
Analogue & Digital Design Principles	JA4002	30	4	1&2
Professional Practice Basics	JA4003	30	4	1&2
Contextualising Jewellery Practice	JA4004	30	4	1&2

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Jewellery Design & Production.

Level 5 (all core)				
Compulsory modules	Module code	Credit value	Level	Teaching Block
Jewellery Fabrication & Material Experimentation	JA5001	30	5	1&2
Analogue & Digital Design Development	JA5002	30	5	1&2
Professional Practice Development	JA5003	30	5	1&2
Critical Issues in Jewellery	JA5004	30	5	1&2

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award or progression to level 7.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Jewellery Design & Production.

Level 6 (all core)				
Compulsory modules	Module code	Credit value	Level	Teaching Block
Final Project	JA6001	60	6	1&2
Defining Professional Practice	JA6002	30	6	1&2
Dissertation: Research & Reflection	JA6003	30	6	1&2

Level 6 requires the completion of all modules.

F. Principles of teaching learning and assessment

TEACHING AND LEARNING

Teaching methods have been developed and chosen in relation to the subject and the industry.

The adopted teaching strategies aim to:

- Reflect the changing needs of the student body;
- Respond to industry developments;
- Develop students' knowledge base with transferable skills appropriate to a career in the industry;
- Be clearly understood by staff and students;
- Be informed by research and knowledge of the historical, current, and future practice.

The delivery of the taught modules is by means of lectures, seminars, workshops, group critique, individual tutorials, demonstrations, academic supervision, projects, briefings, study visits, peer learning, independent learning, and study skills.

- **Lectures:** A member of staff or invited guest will provide taught input, often followed up by group discussion to ensure a full understanding and to encourage critical analysis of the material.
- **Seminars:** Seminars normally consist of structured student or staff-led presentations followed by discussion. The seminar is usually based on a topic which has been previously prepared and circulated. Active participation and quality of presentation and discussion in seminars are expected. Student discussion and critical debate are encouraged.
- **Demonstration:** This often involves the first introduction to a material, technology, process, technique, or equipment not previously experienced by a group of students. It is intended to make students aware of the potential and characteristics and potential of the 'subject' and it is not intended that every student will necessarily go on to learn and apply the skills or knowledge.

- **Projects:** The term 'project' is used in two ways. Set projects consist of a set of objectives and procedures, which are often linked to a given theme or design problem and are designed for a particular group of students. This kind of project usually has a strict deadline. Students also devise their own projects (self-initiated briefs). This kind of project comprises a body of work which reflects the specific interests of the student and which may be developed over a period of time, which is agreed between the individual student and a member of the academic staff.
- **Academic supervision:** Academic supervision goes one step further than a demonstration in that members of staff will assist students in the acquisition or strengthening of a particular skill or aspect of learning. The degree of assistance is usually determined by the capabilities of the individual student. Supervision of this kind will mean that a member of staff is close at hand to assist with problems.
- **Study visits:** By definition, a study visit will involve travelling to strategic venues of interest which may vary from visits to galleries and museums to course-specific events such as shows, exhibitions, or visits to industry or sites. They form an essential part of the students' learning experience as they provide the opportunity to see examples of design and industry in multiple 'real life' contexts. Where additional costs are involved students in need of student support to attend events will be able to apply for financial support towards completing the study visits.
- ◆ **Briefing:** A briefing takes place to make known and explain the specifics of projects; theme, aims and objectives, learning outcomes, timetable etc.
- ◆ **Peer-learning:** A vital component of teaching and learning practices of the design courses. The work of the course is largely studio-based, and thus enables students to take notice of each other's work and discuss issues informally. Peer learning also takes place through other activities such as group reviews and seminars.
- **Independent study:** It will be recognised that all students engage in forms of independent learning in relation to the broad issues of the subject. Formal tuition will often be based upon the expectation of some level of self-motivated personal development. Independent study and the individual selection of a range of projects, both set and self-initiated, lead to the development of individual portfolios of work in the later stages of the course and for entry into the student's individual choice of career.
- **Guided-learning:** During project work a student may be scheduled for a taught session, but be expected to stay and work on the project for the entirety of the day, this is referred to as guided learning or supervised study. Guided learning enables access to technical and academic staff, as well as supporting the development of personalised learning, and may enable access to the studio. The studio provides a natural and readily available environment for peer-to-peer learning and group work, and we encourage our students to engage with studio practice as part of the learning and teaching.
- **Research-informed teaching:** Research-informed teaching operates throughout the course, with research active and professionally engaged staff integrating and contributing their current and ongoing knowledge in the development of the programme, the curriculum, the modules' and the course's teaching and learning processes. Knowledge and understanding of research skills and techniques are implicit in the design process and as

such permeate the course. Key modules in each of the levels introduce, practise and then explore research methodologies in relation to the contexts of design.

- **Study skills:** Study skills largely refers to the acquisition of communication skills, techniques of information retrieval, and strategies of self-management in relation to study. Above all study skills mean learning how to study.
- **Workshops:** A meeting or series of meetings emphasising interaction and exchange of information engaging intensive discussion and activity on a subject or project.
- **Degree show:** A showcase of the final project results to the general public, key industry members and employers.

Technology-enhanced learning will be utilised across the programme through tutor-led technical workshops which build on the skills base throughout the three years of study. Areas covered typically include Matrix, Rhino, Adobe Photoshop, Illustrator and InDesign, etc.

- **The VLE (virtual learning environment):** This is an online environment that aims to make the most effective use of a range of virtual teaching and learning tools. The school is involved in the development of online materials to support course, school and faculty content. The aim is to develop a flexible set of virtual resources demonstrating skills, processes and methods valuable for enhancing creativity and knowledge throughout the Academy. Additionally the VLE seeks to enhance communication, a sense of community, and inter-course discussion and debate.
- **Accessibility and inclusiveness:** The course has been designed to remove unnecessary barriers to access for students from protected groups. The School acknowledges that a 'one-size-fits-all' model does not work for our students, whose differing backgrounds, learning journeys, and aspirations challenge us to provide a student experience that equips them all to succeed.

ASSESSMENT

Assessment is both summative and formative. Primarily, summative assessment is intended to identify what has been learned (assessment of learning) and therefore the assessed mark counts towards the module grade awarded. Formative assessment is intended to help students to learn (assessment for learning) and provides opportunities for students to identify their strengths and weaknesses, focus on areas they need to work and improve, and identify how to achieve improvements.

Formative assessments will take place at several intervals during the course. Feedback, both formal and informal, is maximised throughout the programme and may take the form of individual tutorials, presentations, essays, shows and degree exhibits, portfolios, and module assessments. Students are given regular feedback/feed-forward through interaction in the studios in the development of projects, tutorials, group review, and practice presentations.

- **Group Review:** On these occasions a group of students and members of staff and, if appropriate, invited guests from industry will discuss the work of one or more students who are present. Group reviews can take place in studios or students' work-place – if appropriate; the work to be discussed might alternatively be more formally exhibited.

Discussion of this kind provides an ideal arena for the realisation of common issues and for the dissemination of ideas. Reviews also provide an invaluable form of self-appraisal, since the student will not only receive individual oral feedback, but will indirectly learn by means of the discussion centred upon the work of other members of the group. Additionally, group reviews provide opportunities for 'feed-forward' in relation to project aims, programme aims, and student outcomes.

- **Practice presentation:** Commonly performed in front of peers, a practice presentation enables students to practise the presenting of their work and skills.
- **Tutorials:** Opportunities to strategically discuss a range of issues relating to individual development and to clarify existing knowledge, to support project initiatives, and to guide and facilitate further independent creative learning and thought. They also provide opportunities for formative assessment where students receive feedback on completed work and feed forward on work in progress.
- **Peer and self-assessment:** A process whereby students or their peers assess coursework based on pre-set benchmarks. The practice improves students' understanding of course materials as well as improves their metacognitive skills.

The following summative assessment methods will be applied:

- **Portfolio of coursework:** A collection of work intended to demonstrate a student's abilities to meet the learning outcomes.

Personal development plan (PDP): Personal development planning is the process of creating an action plan based on awareness, values, reflection, goal-setting and planning for personal development within the context of the course, career goals and self-improvement.

- **Individual and group presentations:** A method to explain and present creative thinking and work.
- **Extended piece of writing:** The extended piece of writing assesses evidence of students' understanding of market research, commerciality and retail within the jewellery industry. Students are allowed to choose the format of submission of the extended piece of writing. For example; a blog could be created instead of submitting the writing as an essay.
- **Individual and group assignment report:** The individual or group assignment report documents the results of the assignment, how the project was organised and the work developed, including a self- and peer-assessment of the performance of each member of the group in achieving the objectives.
- **Essay:** A short structured piece of writing on a particular subject.
- **Research portfolio:** A collection of creative work intended to demonstrate a student's abilities to research and develop ideas.
- **Dissertation:** The dissertation assesses evidence of research and academic skills; application of skills in the identification, synthesis, analysis and evaluation of argument and

critical positions; originality and autonomy; and students' ability to relate to issues within their practice.

- **Statement of practice:** The statement assesses critical reflection; awareness of contemporary contexts; application of research findings to own practice; written communication skills; independent thinking and research.

The programme also contains a capstone project (JA6001) which is designed to be a culminating educational experience for students. It aims to summarise and synthesise all or part of a student's academic career at the university. Capstone projects help students to reflect on the knowledge and skills that they have acquired during their degree and learn how to present them to a wider audience including future employers.

The assessment strategy and criteria are clearly described in every written brief and mapped appropriately to the module learning outcomes. The assessment criteria are generally additionally communicated verbally at each project briefing. Rubrics will be presented formally to students via Canvas.

G. Support for students and their learning

The personal tutor scheme

Aims of personal tutor scheme:

1. To provide appropriate academic advice and guidance throughout a student's studies by monitoring progress and identifying individual needs.
2. To provide a holistic overview and guidance for individual study and the development of personal practice.
3. To provide a formalised structure for the ongoing process of formative feedback and personal development embedded in studio culture and teaching.
4. To help to develop a student's ability to be self-reliant and reflective and their ability to use feedback/feed forward to best advantage.

Key features of personal tutor scheme:

- Personal tutors will be allocated at the beginning of the academic year.
- The introductory/welcome tutorial meeting will occur at the beginning of the academic year. Subsequent tutorials will follow and respond to key/stages in the academic year.
- Students will keep the same personal tutor throughout each year: level 4, 5, and 6.
- One-on-one meetings will vary in length depending on the profile and needs of individual students.
- Personal tutoring will be embedded in modules, personal tutors will support with the development of Personal Development Plans produced for modules JA4003, JA5003 and JA6002.

BAJ employs permanent staff members to lead levels 4, 5, and 6. The permanent nature of the staff affords them substantial and visible presence for students across all levels and as such is designed to be supportive and helpful. Teaching and learning within the course is enhanced through the strategic use of hourly-paid lecturing staff with project-related skills, knowledge, and expertise. Under the personal tutor scheme permanent staff will assume this role and their

responsibilities will include:

Level 4:

- Teaching block 1: minimum of three one-on-one meetings
- Teaching block 2: minimum of two face-to-face meetings (may be group or one-on-one)
- Wrap-up email at the end of the academic year.

Level 5:

- Welcome back and year planning meeting, one-on-one
- End of teaching block 1: email contact or one-on-one
- Wrap-up email at the end of the academic year.

Level 6:

- Welcome back and year planning meeting, one-on-one
- End of teaching block 1: email contact or one-on-one
- Wrap-up email at the end of the academic year.

Students are supported by:

Studio Structure

All courses within BAJ place the studio at the heart of the learning support experience. The studio is both a physical environment and a design education ethos. It affirms course and student identity with each course owning its own dedicated studio space(s) and each course level its own space within this. The typical developmental curriculum journey from principles to processes to practices may be mapped to individual studio experiences. The studio provides a natural and readily available environment for peer-to-peer learning and group work. It also accommodates 1:1 contact and individual learning. A strategic programme of lectures, seminars, and workshops supports the studio learning experience.

Workshop Structure

The diverse range of workshop spaces provides an integral resource to support studio learning. They are an extension of the studio space but equipped with particular, specialist facilities. The workshops are a primary means of facilitating connections with external partners.

All students are supported by:

- A course leader to help students understand the programme structure
- Module leaders for each module
- Personal tutors to provide academic and personal support
- Technical support to advise students on IT and the use of educational software
- A designated course administrator
- An induction week at the beginning of each new academic session
- A BAJ Academic Skills Advisor who provides support for students on a bookable daily basis
- A BAJ Student Achievement Officer who provides students with pastoral advice
- NUS (National Union of Students)
- Staff/student consultative committee (SSCC)
- Board of Study (BOS)
- Support for students with a disability
- Information services, including library resources

- Information on scholarships and bursaries

International student support:

At BAJ we value diversity and want to support international students to flourish away from home. In addition to the above support available to all students and the diverse team of tutors available to provide international students with one-on-one support, we have a package of additional support activities and resources available, tailored to international students:

- **International orientation day:** the international orientation day has been created to introduce you to studying and living in London whilst also giving you an opportunity to make friends with other international students.
- **Language support:** BAJ offers courses and tutorials for students who wish to improve their English language skills and/or need support whilst on the course.
- **Access to international student house:** International student house (ISH) arranges social and cultural events for international students in London. As a BAJ student, you can join ISH for free and attend events such as free cinema screenings, discounted trips around the UK and Europe, musical events, and much more.
- **Prepare for success web learning:** Prepare for success is a free web learning resource for international students coming to study in the UK, accessible via the BAJ website. It was developed by the University of Southampton with funding from UKCISA. This online toolkit aims to introduce you to aspects of university study in the UK which might be new or different for you, help you prepare for any cultural changes that might lie ahead, answer some of the questions you probably have about studying in the UK, and provide you with an opportunity to use and improve your language skills while finding out about studying in the UK.

H. Ensuring and enhancing the quality of the course

BAJ and Kingston University have several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual monitoring and enhancement
- Periodic review was undertaken at the subject level
- Student evaluation
- Moderation policies

I. Employability Statement

The BA (Hons) Jewellery Design & Production addresses the issue of employability through engaging directly with industry and external partners and institutions. This is supported in course teaching by the professional and industrial expertise of the course team as well as visiting specialist practitioners.

During the course students will gain an understanding of the business skills required to establish a successful practice, alongside employability and skills audit training. Personal planning prepares students to identify and act on opportunities, to develop self-awareness and independent approaches, and ultimately prepares students to develop a suitable 'output' plan. With increasingly more hours dedicated in the course to independent learning and study,

support with planning is delivered through the development of a personal development plan (JA4003, JA5003, and JA6002).

PDP: Personal development plan

Level 4: Reflection upon experience is central to both academic learning and professional development. Level 4 provides support and focus on the development of learners' self-awareness, patterns and habits of learning, and their study, organisation, self-management, self-promotion, and communication skills. Level 4 plays an important role in setting students up for their course and supporting them to develop increasingly independent approaches to learning.

Level 5: To enable students to reflect upon their own learning, performance, and achievement, and to plan for their professional, educational, and career development. Students will be required to negotiate and develop their own personal and professional development plan, which will build on the level 4 learning plan and reflective journal.

Level 6: To enable students to critically examine and develop their own professional development or 'output' plan, so that they are prepared for the transition to work and/or further study. The focus of level 6 is on professional development and realisation.

This ethos of professionalism is planned and delivered through the course curriculum at all levels. Delivery of employability is staged and structured via student progression through and across course levels so that students are effectively equipped for the world of work on their graduation from the course. As a result of our courses' active engagement with employability at all levels, graduates can go on to a varied range of destinations across the creative industries, which range from design positions, manufacturing industries, self-employment, and teaching to further postgraduate study.

J. Approved variants from the undergraduate regulations

None.

K. Other sources of information that you may wish to consult

QAA subject statements

QAA Benchmark Statement for Art & Design:

http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_14

QAA Benchmark Statement for History of Art, Architecture and Design:

http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-history-of-art-architecture-and-design-17.pdf?sfvrsn=dc98f781_12

British Academy of Jewellery website

<http://www.baj.ac.uk>

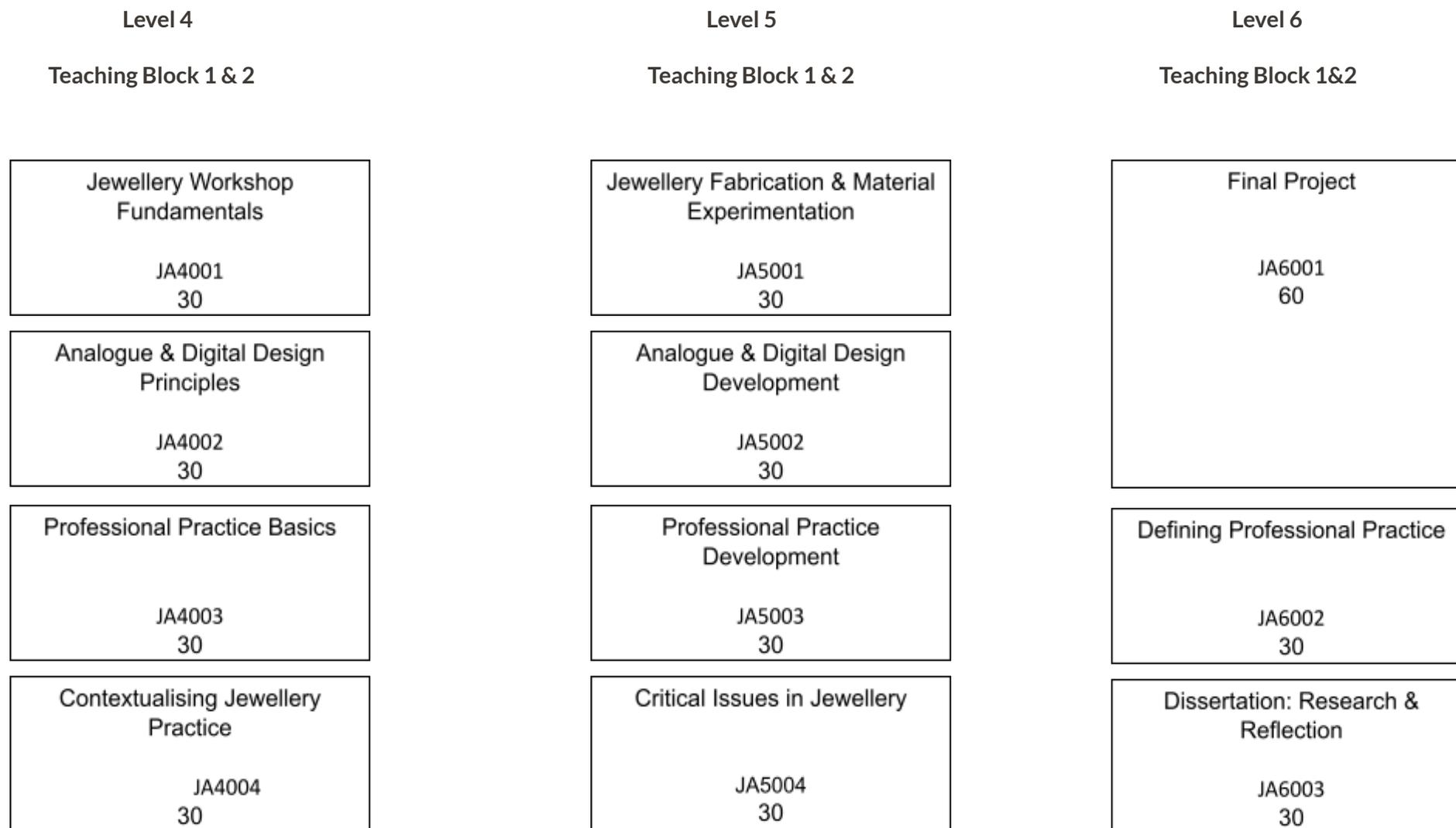
Development of programme learning outcomes in modules

This map identifies where the programme learning outcomes are summatively assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, a means to help students monitor their own learning, personal, and professional development as the programme progresses and a checklist for quality assurance purposes.

		Level 4				Level 5				Level 6			
	Module Code	J A 4 0 0 1	J A 4 0 0 2	J A 4 0 0 3	J A 4 0 0 4	J A 5 0 0 1	J A 5 0 0 2	J A 5 0 0 3	J A 5 0 0 4	J A 6 0 0 1	J A 6 0 0 2	J A 6 0 0 3	
	Knowledge & Understanding	A1			S				S	S		S	
		A2							S	S		S	
		A3			S				S	S		S	S
		A4								S	S		S
	Intellectual Skills	B1		S				S			S	S	
		B2		S			S	S			S		
		B3			S			S	S		S	S	S
		B4		S				S			S		
	Practical Skills	C1	S				S				S		
		C2					S				S		
		C3		S			S	S			S	S	
		C4	S				S		S		S	S	

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

COURSE DIAGRAM



Technical Annex

Final Award(s):	BA (Hons) Jewellery Design & Production
Intermediate Award(s):	Jewellery Design & Production Cert (HE) Jewellery Design & Production Dip (HE) Jewellery Design & Production BA (Ordinary degree)
Minimum period of registration:	3 years
Maximum period of registration:	6 years
FHEQ level for the final award:	Honours
QAA subject benchmark:	Art & Design History of Art, Architecture & Design
Modes of Delivery:	Full-time
Language of Delivery:	English
Faculty:	Kingston School of Art The Design School (managing school)
School:	British Academy of Jewellery (BAJ)
Department:	3D Design
JACS Code:	
UCAS Code:	
Course/Route Code:	UFJDP1JDP21