

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) JEWELLERY & SILVERSMITHING

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2020/21]

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 unit can be found in the Unit Descriptors.

Section A – Material Course Information

Validating Body	University for the Creative Arts ¹		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	BA (Hons) Or BA (Hons) with International Year		
Course Title	Jewellery and Silversmithing		
Course Location and Length	Campus: Farnham	Length: Full-time 3 years BA (with International Year) – 4 Years FT	
Mode of Study	Full-time	✓	Part-time
Period of Validation	2019/20 to 2023/24		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
<p>Entry criteria and requirements</p> <p>As the UK’s highest-ranking creative arts university, we want to attract the best and most creative minds in the country – so we take a balanced approach to candidate assessment, taking both individual portfolios and exam results into account.</p> <p>That’s why your portfolio is an especially important part of your application to study with us – and we can help. Our academics can offer you expert advice on how to showcase your creative work and build a portfolio that will make your application stand out.</p> <p>More advice on how to create an exceptional portfolio is also available here, along with specific portfolio requirements for this course.</p> <p>Along with your portfolio, the standard entry requirements** for this course are:</p> <ul style="list-style-type: none"> • 112 UCAS tariff points from accepted qualifications*, or • Pass at Foundation Diploma in Art & Design (Level 3 or 4), or • Distinction, Merit, Merit at BTEC Extended Diploma, or • Merit at UAL Extended Diploma, or • 112 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject <p>AND</p> <p>Four GCSE passes at grade A*-C and/or grade 4-9 including English or Key Skills Communication Level 2.</p> <p>Other relevant and equivalent UK and international qualifications are considered on an individual basis.</p> <p>If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to</p>			

¹ Regulated by the Office for Students

study in the UK, you will also need a minimum score of 5.5 in each individual component.

*To see the accepted QCF qualifications, visit: <http://uca.ac.uk/study/accepted-qualifications/>

** We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results. In these cases, a strong portfolio is especially helpful.

Overall methods of assessment ²	Written exams:	Practical exams:	Coursework:
Stage 1	0%	0%	100%
Stage 2	0%	0%	100%
Stage 3	0%	0%	100%
Overall Learning & Teaching hours ³	Scheduled:	Independent:	Placement:
Stage1	48.8%	51.2%	0%
	586 hours	614 hours	0 hours
Stage2	33.8%	66.2%	0%
	406 hours	794 hours	0 hours
Stage 3	31.8%	68.2%	0%
	382 hours	818 hours	0 hours
General level of staff delivering the course ⁴	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support.		
Language of Study	English		
Subject/Qualification Benchmark Statement: Art and Design			
Framework for Higher Education Qualifications (FHEQ)			

² As generated by the most popular unit descriptors and calculated for the overall course stage data.

³ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁴ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

The course structure

The structure of all of the University's awards complies with the University's [Common Credit Framework](#). The Common Credit Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
Year 1				
FJSV4001 Practice Process 1	4	30	Core	N/A
FJSV4003 Practice Process 2	4	30	Core	N/A
FJSV4004 Practice Process 3	4	30	Core	N/A
FJSV4002 Contextual Studies 1	4	30	Core	N/A
Year 2				
FJSV5001 Practice Exploration 1	5	30	Core	N/A
FJSV5003 Practice Exploration 2	5	30	Core	N/A
FJSV5004 Practice Exploration 3	5	30	Core	N/A
FJSV5002 Contextual Studies 2	5	30	Core	N/A
Study Abroad*				
FJSV5003 Practice Exploration 2	5	30	Elective	No
FJSV5004 Practice Exploration 3	5	30	Elective	No
FJSV5001 Practice Exploration 1	5	30	Elective	No
FJSV5002 Contextual Studies 2	5	30	Elective	No
International Year (Optional)				
FJSV5005 International Year – Overseas Study	5	60	Elective	No
FJSV5006 International Year – Advanced Overseas Study	5	60	Elective	No
FJSV5007 International Year – Overseas Work Placement	5	60	Elective	No
FJSV5008 International Year – Advanced Overseas Work Placement	5	60	Elective	No
Year 3				
FJSV6001 Practice Portfolio	6	30	Core	N/A
FJSV6002 Practice Position 1	6	30	Core	N/A
FJSV6003 Contextual Studies 3	6	30	Core	N/A
FJSV6004 Practice Position 2	6	30	Core	N/A

*Available for incoming students only

Section B - Course Overview

The course promotes a broad approach to jewellery and silversmithing. Based on the traditions of craftsmanship, it combines a forward-thinking approach to designing and making in metals with the opportunity to explore a wide range of materials, processes and techniques, placing importance on the acquisition of both hand and digital fabrication skills. Physical making and material investigation are at the core of what you do; either as

contemporary studio jeweller making artefacts for the body, or as a silversmith exploring ideas for functional domestic objects. Through designing, making and evaluating, you develop practical skills, critical judgement and professional confidence, building self-reliance.

A robust, supportive programme of study is delivered incrementally in order to build confidence in practical, technical and conceptual development. Learning through making with a range of materials and processes equips you with the confidence, knowledge and flexibility to take risks and to redefine approaches to jewellery and silversmithing. Working in a stimulating creative environment where innovation and excellence are encouraged, the course enables you to develop your own interests and distinctive creative direction within a structured academic framework and constructive learning environment. Diverse approaches to jewellery and silversmithing are encouraged and you are provided with the specialist technical and creative skills required to develop and realise ideas. Access to excellent workshops offers the opportunity to work with a range of materials in addition to metals including ceramics, glass, wood, plastics and textiles.

The course team are practicing designers, makers and researchers, enabling them to evaluate developments in the subject, ensuring that what students learn is current and relevant, preparing you for creative professional practice.

Stage 1

First year study is a practical engagement with Jewellery and Silversmithing. You learn a range of processes incrementally through a series of design projects and are introduced to fundamental workshops and skills. Though the focus is on metalwork at this stage, you will also engage in a range of material investigation, enhanced by access to a range of skills and processes in a variety of materials. You will develop confidence in making and testing ideas and processes alongside learning basic techniques of drawing, research, design, computer aided design and theoretical skills to help you explore projects to their full potential.

Stage 2

An important element of second year experience is to develop an individual approach to practice. You explore and develop processes of designing and making.

You will speculate, test boundaries, experiment, increase your knowledge of materials, refine your technical skills and develop new ones. You identify your interests and expand your research skills, promoting a critical and reflective approach to designing and making.

Professional skills are further developed through competitions, live projects and

collaborative opportunities, promoting external industry awareness.

Stage 3

In your final year, you pursue and realise your designs, identifying a personal creative direction and critically defining your practice within the discipline. Participation in competitions, curating, exhibiting and the development of a portfolio and online presence establishes a strong sense of professional positioning within the field, in preparation for opportunities and awareness of future direction post-graduation.

Section C - Course Aims

A1 To support students from diverse backgrounds and a broad range of professional expectations and interests, to fulfil their creative subject potential

A2 To promote lifelong self-directed learning

A3 To prepare for progression to employment/onward destinations

A4 To foster the location of practice within a range of relevant contextual frameworks.

A5 To develop the range of creative, technical, professional, contextual and critical skills necessary for ambitious, challenging jewellery and silversmithing practice

A6 To encourage an interdisciplinary and experimental creative outlook

A7 To facilitate collaboration with industry specialists

A8 To enable study abroad and placement opportunities

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge

LO1 research jewellery and silversmithing practice, with reference to context, theory and debate.

LO2 build practical experience with appropriate skills and resources to progress own practice position

LO3 recognise the design process and how it is pursued in a Jewellery and Silversmithing discipline context.

Understanding

LO4 identify a range of contextual frameworks towards the positioning of individual practice.

LO5 reflect critically upon their own and others' work

LO6 construct and initiate a plan for employment/onward destination

Application

LO7 synthesise Jewellery and Silversmithing design learning to develop practical project outcomes with professional impact

LO8 communicate with professional impact and appropriateness to diverse audiences

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

The School of Crafts and Design has a comprehensive subject area portfolio including Ceramics and Glass, Interior Architecture and Design, Jewellery and Silversmithing and Textile Design at Farnham and Hand Embroidery at the RSN, Hampton Court. The programmes share a complimentary creative School approach and so benefit from a collaborative learning and teaching community. The School operates a shared undergraduate framework with a common unit structure and BA (Hons) Jewellery and Silversmithing sits within this. The School framework facilitates a holistic experience where students within courses experience subject specific learning and collaborative opportunities through a measure of permeability across the courses informally and formally.

Students are equipped with tools and strategies to navigate each learning stage as necessary, including those for research, analysis, creative thinking, workshop practice, material processes and technology, digital technologies, commercial practice, communication and presentation, teamwork, self-directed and continuous learning and critical reflection.

Creative Practice is at the heart of the Learning, Teaching and Assessment Strategies and the curriculum is holistic and inclusive, challenging and developmental in approach. The course is designed to give students maximum responsibility for the management of their own learning. In general, students will find that the level of structured teaching is greater in the early stages of the course, with increasing self-directed study and project work as they develop their knowledge and understanding.

Level four introduces basic skills and subject practice processes. Level five develops exploratory creative practice, exercising acquired knowledge and skills and developing professional skills, emerging design identity

and industry practice. Level six further develops and consolidates individual design identity and professional portfolio ready for employment. The focus on independent learning shifts within each level, promoting an increasingly individual and independent approach. An additional 'International Year' study / work placement abroad option is available between levels five and six.

Throughout the course, students will be supported through a series of group and/or individual tutorials, in which students are invited to discuss their general academic progress and agree future courses of action. Group tutorials and reviews enhance student participation, knowledge sharing and creative debate. They establish and encourage students to reflect on their own and others projects, to feed forward and constructively contribute communities of learning.

Live projects and competitions extend student opportunities, enabling engagement with professionals and alumni and enhancing professional development. Field trips, research and industry visits enable students to understand a context for their own practice and also a wider cultural context. The opportunity to curate and participate in exhibitions also enhances student's critical and reflective abilities and organisational and planning skills. In addition, subject specific seminars and lectures relating to professional practice are delivered throughout different stages of the course, often delivered by visiting practitioners/industry specialists who present and discuss their industry knowledge/practice.

The course recognises an Education for Sustainable Development agenda. This includes programme goals of independent, lifelong learning, onward employment / other destination orientation, local/global citizenship and an awareness of interdependent contexts, industry collaboration and an interdisciplinary and international outlook. Programmes emphasise that all design work occurs in context and it is the designer's responsibility to recognise and respond to this accordingly. With a clear understanding of making, materials and manufacture, students are able to influence change. Environmental impact can be significantly improved with collaborative creative initiatives across cultures and a sense of global citizenship.

The learning and teaching strategy is able to accommodate adaptation or alternative as required. The School recognises that a 'one-size-fits-all' model is inappropriate for an increasingly diverse student demographic that needs to be accommodated without disadvantage. Courses embrace an international outlook and cultural diversity. Individual student interest and independence is fully supported. The workshop/studio learning environment engenders close staff / student contact and a sensitivity to individual need. Access to student support services is readily available through 'Gateway', situated in the library.

The course curriculum introduces research practices and industry experiences to encourage progression to longer term professional practice. All courses are closely supported by the School's internationally recognised research centre: the Craft Study Centre.

The following means of delivering the learning and teaching strategy are incorporated (with brief explanation where less self-evident):

- Lectures
- Seminars
- Individual Tutorials
- Group Tutorials
- Peer Learning
- Independent Study
- **Research Informed Teaching:** research active and professionally engaged staff integrate their ongoing knowledge into the programme.

- **Project Briefs:** Set projects consist of design objectives and procedures often linked to a given theme or context. Self-initiated projects achieve the same ends but are controlled with greater independence by the student, and agreed in consultation with academic staff.
- **Briefing:** Briefings make known and explain specifics of project briefs; theme, aims and objectives, learning outcomes, timetable etc.
- **Group Critique (Crits):** Students present their work, typically at interim/formative or summative stage, to an audience of peers and staff and invited industry guests as appropriate. Constructive discussion disseminates key issues to the group and promotes self-critique / reflection peer critique.
- **Demonstration:** Often the first introduction to a material, technology or process. Demonstrations alert students to the potential and characteristics of the 'subject' without necessarily enabling their application.
- **Induction:** Following on from a demonstration, to enable application of demonstration content.
- **Technical tuition:** technical process guidance directly related to individual or unit outcomes.
- **Study Visits:** Travel to strategic venues of interest e.g. galleries, museums events, exhibitions, industry partners or sites. They provide opportunity to see culture, design, industry in local and international contexts.
- **Work in Progress / Graduate Shows:** Work in Progress shows present an opportunity to organize and present ongoing work process (as opposed to outcome) to an audience and may occur across levels. Graduate shows are a showcase of cohort and individual achievement at the end of level 6. They represent a culmination of programme learning and are an invaluable opportunity to reflect and communicate to professional and public audiences.
- **'International Year':** study abroad / work placement: an optional, additional 'International Year' in between levels 5 and 6. This is structured in line with Erasmus+ and offers both study abroad and work placement opportunity. Places are finite and are offered through a selection process.
- **MyUCA student portal:** a virtual learning environment which provides feedback and key course and university information to support student learning.

Assessment Strategy

The assessment strategy incorporates different methods, providing students with the opportunity to demonstrate how they have met both the programme and individual unit Learning Outcomes. For each unit a timetable of assessment is published, together with a clear statement of assessment requirements, criteria and assessment methods. Whilst assessment is how the University measures performance, it is also used to provide feedback to students to enable them to identify their strengths and weaknesses and plan for improvement on the course or final progression to onward destinations.

A mix of assessment strategies, formative and summative are used on the course, through a range of various events. These are timetabled and structured and are a blend of formal and informal approaches. They emphasise peer input and a feed forward environment, helping students build confidence in speaking in groups and articulating ideas in a safe, constructive yet critical arena. Because this is introduced at Level 4, it gradually builds student confidence, with the result that students are more self-assured and willing to discuss their practice in both one to one and group situations, helping them develop as critical, outward looking learners.

Assessment is both summative and formative. Formative assessment typically occurs at an interim point and does not count towards the unit grade but provides opportunities for students to identify their strengths and areas for improvement. Summative assessment occurs at the end of a unit, counts towards the unit grade and is accompanied by written summative feedback. Ultimately, all feedback is also feed forward as it serves to inform reflection for onward progression and development. Formative feedback is ongoing throughout a

unit and will be received through a range of methods including tutorials, group reviews, peer to peer learning, critiques, written and verbal feedback.

The course encourages an inclusive, flexible approach to assessment. Assessment strategies are articulated in course documentation and Unit Handbooks as well as at project briefings and group assessment seminars. The course will make extensive use of myUCA to support feedback and assessment through tutorial logs and assessment forms, allowing fluid dissemination of information to students. This tool also allows for student input and dialogue. Staff can also use the platform to disseminate a wide range of course material, from exemplars of student's essays, portfolios and presentations to unit handbooks.

Student directed defined Peer Groups further enhance a holistic and inclusive approach to learning and assessment, formal and informal. Students regularly discuss their projects throughout a unit and offer constructive feedback, extending the culture of formative learning.

Students are briefed on assessment criteria and requirements. Supporting interactive seminars at all levels deconstruct the assessment criteria and process, including sampling and moderation, encouraging discourse to enable students to understand how they learn and will be assessed

It is recognised that students can become anxious for a variety of reasons, which may affect their performance during the course. This is dealt with through dialogue and personal development strategies, often one to one and through negotiating and navigating other means of achieving the required unit and learning outcomes. The School of Crafts and Design is committed to roll out a Personal Tutorial Policy in line with UCA policy to further support students.

Reference Documents:

UCA Strategic Vision; UCA Creative Education Strategy; HEA ESD and Holistic Curriculum Change, Guide and Review 2011; HEA The Future Fit Framework, HEA L&T Guide 2011; HEA Inclusive Curriculum Design in HE 2011; QA Handbook; Common Credit Framework.

Section F - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives