

**Programme specification:
BA (Hons) Jewellery**

1. Overview/factual information

Teaching Institution	Plymouth College of Art
Awarding Institution	The Open University
Date of latest OU validation	March 2016
Next revalidation	
Credit points for the award	360
UCAS Code	LU9H
Programme start date	September 2016
Underpinning QAA subject benchmark(s)	Art and Design
Professional/statutory recognition	
Duration of the programme for each mode of study	3 years full-time, 6 years part-time
Dual accreditation (if applicable)	
Date of production/revision of this specification	August 2018

2. Programme aims and objectives

2.1 Educational aims and objectives

Programme aims:

1. To produce Jewellery professionals equipped with a range of intellectual, creative, imaginative and enquiring skills that are appropriate for the requirements of the creative industries.
2. To enable students to acquire core skills and knowledge and to apply, consolidate and synthesise their learning in different contextual frameworks and situations, both within the field of Jewellery and within appropriate professional, collaborative and entrepreneurial contexts.
3. To provide opportunities for professional engagement and work-based learning - alongside opportunities to exhibit and promote – in order to translate their practice in contexts outside the College.
4. To develop students' key transferable skills for identifying personal strengths and needs through self-reflection and self-management and to recognise those transferable skills as useful for subsequent employment.
5. To provide an academically rigorous course of study that develops student understanding of their practice as it relates to theories of Jewellery and the wider field of contemporary dialogue.
6. To underpin an understanding of the industry through knowledge of historical, social, ethical and cultural contexts, developing students' academic and research skills to help them prepare for professional practice and/or progression to postgraduate study

Programme objectives:

On successful completion of this programme, a student will be able to:

1. Employ appropriate materials, techniques, methods, strategies and tools associated with Jewellery, with a high level of skill and creativity, whilst observing good, professional working practices.
2. Generate ideas, concepts, proposals, solutions and/or arguments, using the visual language, materials, traditions, processes and techniques of Jewellery.
3. Demonstrate a range of intellectual, imaginative and enquiring skills that are appropriate for Jewellery & associated sectors within the creative industries.
4. Demonstrate understanding of aspects of historical and contemporary practice, technical innovation and/or research, through their own practice and/or academic research.
5. Make appropriate use of a range of research methods, to investigate aspects of the critical, cultural, social, professional and entrepreneurial contexts of Jewellery.
6. Develop independent, critical and creative practice in professional, collaborative or entrepreneurial contexts.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

- Extended Degree (successful completion allows guaranteed progression to linked Degree programme)

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/assessment methods – across all levels
<p>Students will be able to:</p> <p>A1. Articulate their understanding of own creative identity, values and aspirations against the context of the current competitive marketplace, and the requirements of the creative industries</p> <p>A2. Demonstrate verbally, visually and in written formats a developed knowledge and critical understanding of the overarching theories, practices and contexts that underpin Jewellery and associated industries.</p> <p>A3. Demonstrate their detailed subject knowledge and understanding of the relationship between theory and practice as they interpret, analyse and evaluate critical approaches to creative practice.</p> <p>A4: Develop historical influences and current trends arising from a broad spectrum of art, with an understanding of professional guidance relating to moral rights and ethical responsibilities within the creative industries.</p> <p>A5. Show evidence of breadth and depth of understanding of the experience and practical application of techniques and skills within a broad range of Jewellery contexts.</p>	<p>Learning and Teaching Strategy/Method</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved</p> <p>Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p>Studio development: to support development of d studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p> <p>Modules are delivered through a series of subject specific tutor-set and negotiated assignment briefs designed to develop the appropriate skills and knowledge as set out in the module descriptors.</p> <p>The students’ practical knowledge base is extended and underpinned through Contextual Studies assignments and seminars.</p> <p>Commensurate with the expected maturity and depth of BA (Hons) level studies in each specialist award, as the programme progresses students are expected to develop and utilise a range of academic, production, personal and professional skills with increasing evidence that they can manage their own learning effectively in both supervised and independent settings.</p> <p>Assessment methods</p> <p>Assessment relates directly to the intended learning outcomes and these will be stated in the Assignment Briefing documents and will be supported by guidance notes and related additional information, i.e. Research sources; hand-outs; intranet pages, etc.</p> <p>Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.</p>

	<p>Self-evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignments. Relevant personal development plan qualities are identified in the module descriptors and assignment briefs.</p>
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/assessment methods – across all levels
<p>Students will be able to:</p> <p>B1. Engage in both formal and informal approaches to critically evaluating own and others work and demonstrate ability to respond positively and professionally to informed criticism.</p> <p>B2. Apply appropriate theoretical approaches to the study and interpretation of art, design and media products and practices and demonstrate an understanding the ethical, social and cultural responsibilities of Jewellery in both historical and contemporary contexts.</p> <p>B3. Maintain ongoing academic and professional development through research and reflective practices of critical analysis & self-evaluation, to inform professional aspirations and career or progression opportunities.</p> <p>B4. Initiate independent research and exploration through gathering of information and experiences, and utilise both to help form independent judgements and decision-making.</p> <p>B5. Take risks and other speculative processes, making constructive use of results, both successful and unsuccessful, and recognise these as vital to the creative process and on-going developments in own personal visual language.</p> <p>B6. Develop independent, informed viewpoints, insights and judgments about the topic through research, experience and critical evaluation.</p> <p>B7. Interpret, analyse and evaluate critical, theoretical approaches to creative practice in order to stimulate creative and academic development.</p>	<p>Learning and Teaching Strategy/Method</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved</p> <p>Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p>Studio development: to support development of d studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p> <p>Students are encouraged to create their own visual identity and vocabulary based on an understanding of their specialist area of art and design, both past and present, within the context of a professional environment. The programme recognises that student’s contemporary expression is not governed by traditional views and will allow the student to develop their individual professional identity with confidence.</p> <p>Modules are delivered through a series of subject specific tutor-set and negotiated assignment briefs which are specifically designed to develop the appropriate skills and knowledge as set out in the module descriptors.</p> <p>Group discussions both specialist and cross disciplinary, research seminars and crit sessions as well as individual tutorial support will be provided to encourage the development of a critical approach to art and design activities in both a practical, vocational manner and in a social context.</p> <p>Commensurate with the expected maturity and depth of BA (Hons) level studies in each specialist award, as the programme progresses students are expected to develop and utilise a range of academic, production, personal and professional skills with increasing evidence that they can manage their own learning effectively in both supervised and independent settings.</p>

3B. Cognitive skills

Assessment

Assessment relates directly to the intended learning outcomes and these will be stated in the subject specific assignment briefing documents and will be supported by guidance notes and related additional information, i.e. research sources; hand-outs; web addresses, etc.

Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.

Self-evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignment and assessments. Relevant Personal Development Plan qualities are identified in the module descriptors and assignment briefs.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/assessment methods – across all levels
<p>Students will be able to:</p> <p>C1. Devise appropriate, innovative and distinctive Jewellery concepts in response to the problems posed by both self-initiated and set briefs, and present the work to the professional standards required.</p> <p>C2. Demonstrate a range of practical skills and expertise, utilising processes and equipment in an effective and creative manner, in accordance with good professional practice and applied to a variety of situations and contexts.</p> <p>C3. Act autonomously to identify and appraise issues that clearly contribute to or detract from the realisation of ideas, synthesise and evaluate creative results.</p> <p>C4. Identify, define and produce a body of work that confirms their position as a Designer/Maker able to work in a range of creative contexts, thus supporting future working practice in the competitive creative industries.</p> <p>C5. Research, evaluate and contextualise their own area of practice informed by key ideas and theories, applying appropriate academic conventions and utilising a range of appropriate research methods.</p> <p>C6. Understand the requirements of commercial and professional practice within their chosen field and interact with a learning or professional community or network, as a means to explore professional environments in which personal aspirations are likely to develop.</p>	<p>Learning and Teaching Strategy/Method</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved</p> <p>Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p>Studio development: to support development of d studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p> <p>Modules are delivered through a series of subject specific tutor-set and negotiated assignments that are specifically designed to develop the appropriate skills and knowledge as set out in the module descriptors.</p> <p>Practical workshop/studio activities and associated production facilities and resources are utilised to further develop the subject specific production skills. These skills are underpinned and strengthened by research into cultural and contextual applications.</p> <p>Visiting lecturers and educational study visits to conferences, exhibitions and practitioners, are used to encourage an awareness of industry practices and activities and primary sources for research.</p> <p>Contextual awareness and vocational, legal, professional and business aspects of the related industries are integrated into the final module in preparation for personal promotion.</p> <p>Group discussions, cross-disciplinary seminars, crit sessions and individual tutorial support will be provided to encourage the development of a critical approach.</p> <p>Assessment</p> <p>Assessment relates directly to the intended learning outcomes and these will be stated in the Assignment Briefing documents and will be supported by guidance</p>

3C. Practical and professional skills

notes and related additional information, i.e. research sources; hand-outs; web addresses, etc.

Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods – across all levels
<p>Students will be able to:</p> <p>D1. Use a range of appropriate communication methods to present themselves as professional practitioners to relevant audiences.</p> <p>D2. Develop reflective individual practice that will lead to an on-going acquisition of skills and knowledge in order to foster personal and professional growth.</p> <p>D3. Identify and apply appropriate knowledge and production processes, in order to creatively and professionally solve problems, realising the potential of own ideas.</p> <p>D4. Demonstrate autonomous practice through the ability to work on self-initiated tasks and projects, exhibiting the appropriate levels of time-management, self-organisation and independence.</p> <p>D5. Demonstrate ability to plan and prepare for professional practice, through an awareness and understanding of practical knowledge, skills and attributes required of Jewellery including evidence of ability to negotiate, collaborate and communicate with peers, clients, tutors etc.</p> <p>D6. Demonstrate communication skills, which evidence knowledge and understanding of critical, cultural and contextual discourse, within a Jewellery context.</p> <p>D7. Conduct a rigorous, independent research project that demonstrates written, verbal and visual communication skills through the clear, focused presentation and articulation of ideas and concepts.</p>	<p>Learning and Teaching Strategy/Method</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved</p> <p>Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p>Studio development: to support development of d studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p> <p>Analysis of problems and potential solutions is key to the programme philosophy and modular activities. An analytical approach to both design and academic work will be encouraged and supported through the teaching programme and group discussions, crit sessions and individual tutorials.</p> <p>Activities within the programme are a mix of individual and group work. These activities will encourage the development of a professional approach to time management, planning and an appreciation of the needs and responsibilities of others in a range of environments.</p> <p>Contextual awareness and vocational, legal and business aspects of the related industries are integrated within the teaching programme and assignment activities. Communication and the ability to present an argument or concept is encouraged and supported through the academic rigour of a dissertation or equivalent output.</p> <p>Assessment</p> <p>'Transferable Skills' are important elements in the development and progression of practitioners and the individual. These broader skills are integrated throughout module activities.</p>

4. Indicative Programme Structure – Full-time

Full-Time	Year 1/level 4	
	Semester 1	Semester 2
	BCOP100 - 20 Credits	
	BAJE104 - 20 Credits	
	BAJE101 - 20 Credits	BAJE103 - 20 Credits
	BAJE102 - 20 Credits	BAIS300 - 20 Credits
	Year 2/level 5	
	Semester 3	Semester 4
	GCOP200 - 20 Credits	
	BAJE203 - 20 Credits	
	BAJE201 - 40 Credits	BAJE202 - 40 Credits
	Year 3/level 6	
	Semester 5	Semester 6
	BAJE301 - 40 Credits	BAJE303 - 40 Credits
	BAJE304 - 20 Credits	BAJE302 - 20 Credits

Level 4 Exit Award – Certificate of Higher Education (120 credits)

Level 5 Exit Award – Diploma of Higher Education (240 credits)

Level 6 Exit Award – BA (Hons) (360 credits)

4. Indicative Programme Structure – Part-time

Students will follow a six-year programme of study with daytime attendance and some twilight teaching. Students would commit to approximately one core-teaching day per week with identified tutorial/seminar hours in twilight, as well as an additional commitment to Interdisciplinary Studies attendance depending on College arrangements. The flow of learning is designed to parallel the full-time mode at key points of assessment or delivery as far as is practicable, particularly around dissertation teaching, exhibition and assessment. At each Level there has been due consideration of student experience, credit hours and deliverability. There are no optional modules in the programme.

Part-Time	Year 1/level 4	
	Semester 1	Semester 2
	BCOP100 - 20 Credits	
	BAJE101 - 20 Credits	BAIS300 - 20 Credits
	Year 2/level 4	
	Semester 3	Semester 4
	BAJE104 - 20 Credits	
	BAJE102 - 20 Credits	BAJE103 - 20 Credits
	Year 3/level 5*	
	Semester 5	Semester 6
	BAJE203 - 20 Credits	
	BAJE201 - 40 Credits	
	Year 4/level 5	
	Semester 7	Semester 8
	GCOP200 - 20 Credits	
		BAJE202 - 40 Credits
	Year 5/level 6	
	Semester 9	Semester 10
BAJE301 - 40 Credits	BAJE302 - 20 Credits	
Year 6/level 6		
Semester 11	Semester 12	
BAJE304 - 20 Credits	BAJE303 - 40 Credits	

Level 4 Exit Award – Certificate of Higher Education (120 credits)

Level 5 Exit Award – Diploma of Higher Education (240 credits)

Level 6 Exit Award – BA (Hons) (360 credits)

Annex 1

Indicative Programme Content

Level 4

The initial modules are designed to ensure that students with different prior, educational and/or life skill, experiences all have the necessary foundation in Jewellery practices.

The first module, BAJE104 Professional Practice & PDP 1, will run for the whole of level 4 raising the student's awareness of career paths within Jewellery and its associated industries. Through this process students will be asked to identify their own personal development needs feeding into their PDP, planning for their future careers. This module is realised through lectures, research tasks, individual, reflective activities and team assignments/ critiques.

Running concurrently through semester one are BAJE101 Visualisation and BAJE102 Realisation. BAJE101 Visualisation forms an essential induction to the developing design methodologies and questioning pre conceptions and disciplines while BAJE102 Realisation is an exploration of concepts and generating new conversations in material forms. This will introduce the fundamental concepts and processes that underpin Jewellery.

BAJE103 Design in Context explores the many contexts in which a designer/ maker can operate; from making functional objects by hand to designing for industrial manufacture or creating individual sculptural objects; reacting to a specific market or context will affect what is made.

Module BAIS300 Interdisciplinary Studies provides an opportunity to expand and develop skills and knowledge in fields beyond the immediate programme environment. Subject areas are nonetheless relevant to personal career aspirations.

BCOP100 Contexts of Practice 1 introduces key theories of art & design practice through seminars, lectures and a range of activities exploring research and communication/articulation of ideas. It will provide a range of critical approaches supporting the investigation, interpretation and analysis of contemporary Jewellery and students will engage with a wide variety of contemporary practitioners.

Across the delivery of level 4, workshops will emphasise the importance of core skills from research, problem-solving, design and layout skills. Technical & practical skills – particularly digital and hands-on print processes - will be explored within the context of Jewellery practice.

Level 5

Level 5 builds on abilities and knowledge gained by students to date, and allows them to explore more advanced concepts and develop additional skills.

BAJE203 Professional Practice & PDP 2 extends skills acquired during Level 4 allowing individuals to further explore professional Jewellery practice along with employment and entrepreneurial opportunities. This module will run across level 5 and will inform an understanding of the level of professionalism, creativity and adaptability required to negotiate a career in Jewellery and associated professional industries.

BAJE201 Object Enquiry interacts and reacts to the objects around us, continually making judgments and assessing their value in terms functionality, cultural and/or personal significance. In addition objects also reveal much about their manufacture, which in turn betrays their origins and adds to our assessment of their meaning and value.

The BAJE202 External Practice module provides students with the opportunity to explore self-initiated and authorial approaches to Jewellery. To identify and respond to requirements of an external project in a professional manner. Students will be expected to develop and realise own ideas working along a real live brief, commission or self-promotion.

The GCOP200 Contexts of Practice 2 module extends themed ideas, concepts and critical discourses introduced in Contexts of Practice 1. A series of core lectures and themed seminars deepen understanding of Jewellery and associated industries in their wider contexts. Students will continue to develop critical approaches to research and show an understanding of the relationship between context and practice.

Level 6

At the outset of Level 6 students will confirm their extended study in response to a proposal developed during the latter part of Level 5, guided by staff from the programme team who provide ongoing tutorial support.

The BAJE301 Research and Experimentation module will provide information and research preparation to provide a platform from which the student's Creative and Professional Conclusion module may develop. It is a period of exploratory studio practice and reflection during which students will negotiate their final project for the Creative and Professional Conclusion module and its relationship to their dissertation/extended essay title with staff and peers.

In the BAJE302 Creative Professional Development module students will synthesise their professional and contextual research, skills and creative intentions with their understanding of professional practice and career ambitions. The module will enable students to position themselves at a professional level for progression to employment, self-employment or post-graduate study.

The BAJE303 Creative and Professional Conclusion module represents the culmination of the knowledge, skills and understanding acquired throughout the entirety of the student's study on the programme through the engagement in a project that is the result of a self-initiated or self-selected brief.

The BAJE304 Contexts of Practices 3 module provides two pathways. Each pathway supports the development of independent critical thinking.

Annex 2

Learning and Teaching Strategy

Introduction

The Learning and Teaching Strategy developed for Undergraduate programmes has been designed to address the need for both professional, practical industry focused skills as well as creative academic development, thus engaging the student in the acquisition of a range of creative, intellectual and industry-related professional and practical skills.

Programme levels:

The levels of the programmes carry distinct roles within the students' progression and development.

BA (Hons):

Level Four is a combination of skills acquisition and creative and contextual development with an emphasis on acquiring a well-structured knowledge base.

Level Five consolidates, extends and deepens this knowledge base, increasingly encouraging and supporting students to become more independent and autonomous as learners, and with a greater degree of personal specialisation and professional awareness.

Level Six allows students a period of experimentation and research before developing a final practice-based 'conclusion' supported by a piece of contextual work.

Module delivery:

Modules are structured around combinations of, or single assignments (with both written and practical outcomes), workshops, demonstrations, tutorials, critiques, seminars, lectures, problem solving exercises, and the use of structured questioning in studio/workshop settings. All these activities can be individual and/or group-based and encourage the development of analytical and critical-reflective skills, as well as materials-based manipulative skills.

Module assignments:

Assignments, of varying length, are the main platforms for structured learning in both practice and theory within all modules. Either individual or group based, they are designed to develop appropriate skills and knowledge as specified in the module descriptors. Assignment supporting documentation will include, as appropriate: guidance notes (including notes on literature searching/web searching); research and information resources (print and web-based, and hand-outs); and Health & Safety information, etc. This additional information will visually be made available on the colleges VEL along with a wide range of useful resources, such as software support and contextual readers.

Peer interaction, independent learning and private study-time:

Students need independent time to develop, deploy, reflect upon and consolidate knowledge structures. Similarly, inter-student interaction to discuss and negotiate ideas and methods is also a compelling way of learning. For these reasons peer interaction, independent learning and private study-time are all considered key components in the Learning strategy and are reflected at all levels of the programme – from the overall structuring of the Programme Levels, through individual modules, to specific assignments which direct and establish outcomes that lend structure to these activities on a daily basis.

Statements of intent and reflective learning logs:

Critical reflection and self-evaluation are essential elements in art and design practice and education, enabling the selection of and discrimination between appropriate actions and outcomes. For this reason critical reflection and self-evaluation are incorporated into all assignments and made concrete in two primary ways:

Statements of Intent: these are introduced at key points during the programme, although their usage is more pronounced in Level Two and Level Three Assignment work that is geared more to negotiated proposals supporting a greater independent mode of learning and personal specialisation.

Reflective Learning Logs: A form of reflective account/ PDP/ diary/ journal/ production log/blog that is used to record process, technique and skills acquisition alongside a self-reflective critical analysis of future intentions and personal development requirements and objectives for planning the students own learning.

Assessment strategy

Assessment is entirely by course work and relates directly to the intended learning outcomes as stated in the definitive module records and assignments. It is our intention that assessment should not merely be the submission of finished work for grading but an active learning opportunity.

Formative tutor assessment:

Extensive use is made of formative assessment and feedback to direct student progress and evaluate knowledge and understanding throughout the programme. All the activities identified under 'Module Delivery' in the Teaching and Learning Strategy (see above) constitute formats for providing formative feedback, as do the Statements of Intent and Reflective Learning Logs (see below).

Formative peer assessment

Peer assessment requires the student to place himself or herself in the role of the assessor and make judgements, based on the assessment criteria, about the strength and validity of their own and others' work. It not only helps the student to develop more than just a surface understanding of others' work and develops critical and evaluative skills, it also helps to foster a supportively critical studio environment.

Peer assessment usually takes place in group critiques, through structured discussion and through the students completing assessment feedback sheets. Written feedback is collected by the tutor and useful comments are collated by the tutor for feedback to the student in tutorials. Summative assessment decisions and grades will be made entirely by the tutor assessors.

Formative external/employer assessment

During and at the conclusion of professional practice, work based and work related learning, formative feedback will be sought and should be submitted alongside the other work required to inform the summative assessment. Where possible in work related learning, externals will be asked to be part of the summative assessment process. However, summative assessment decisions and grades will be made entirely by the tutor assessors

Summative assessment

Summative assessment generally takes place upon completion of a module assignment and includes the assessing and grading of the outcomes. These outcomes will include: research and preparatory work, production artefacts, group work (where this forms an important and necessary part of the assignment), structured verbal discourses, essays and reports. For practical studio-based assignments the usual model will be presentation to at least two tutors and in a group critique situation.

The academic & industry skills agenda:

Clear notes on assessment protocol, supported by pre-assessment verbal briefings, will be provided for external industry practitioners and potential employers where they are involved in the assessment of assignments.

Module assignments:

Information relating to the requirements for presentation of completed assignment work and its assessment will be specified within each assignment. It will include a description of the assessment protocol for group work where such work forms an important and necessary part of the assignment.

Group work (supporting peer interaction):

Where group work forms an important and necessary part of an assignment, the assignment brief will articulate how the performance of the group will be assessed.

Statements of intent and reflective learning logs:

Statements of intent include staff feedback elements that contribute to formative assessment. They are not, however, summatively assessed.

Reflective learning logs may sometimes be specified by assignments as required supporting material to be submitted for assessment.

Feedback

Formative feedback:

Formative feedback from tutors and peers takes place across the programme and is intended to help students maximise their strengths and to provide timely advice to assist them to rectify weaknesses. It is usually conveyed verbally to individuals and groups, but occasionally can be recorded in written form – as in the statements of intent.

Summative feedback:

Summative feedback is designed to help students comprehend and appreciate their relative strengths and weaknesses, and to benchmark their progress in order to develop strategies for future learning. The end of programme summative feedback is also expressly designed to assist students to prepare for further study or employment. Summative assessment will always take the form of written feedback detailing assessment decisions cross-referenced with module outcomes. It will be supported through one-to-one tutorial feedback with a member of the assessment team.

Annex 3 - Curriculum map

Key:

Outcome summatively assessed



This table indicates which study units assumes responsibility for delivering and assessing particular programme learning outcomes.

Knowledge and Understanding

Level	A1	A2	A3	A4	A5
4					
BAJE101					■
BAJE102	■				
BAJE103	■				
BAJE104	■				
BAIS300					■
BCOP100		■			
5					
BAJE201				■	
BAJE202	■				
BAJE203	■			■	
GCOP200		■	■		
6					
BAJE301	■				
BAJE302		■			
BAJE303			■		
BAJE304		■			

Cognitive Skills

Level	B1	B2	B3	B4	B5	B6	B7
4							
BAJE101				■			
BAJE102	■						
BAJE103					■		
BAJE104			■				
BAIS300				■			
BCOP100		■					
5							
BAJE201					■		
BAJE202					■		
BAJE203			■				
GCOP200		■					
6							
BAJE301		■					
BAJE302					■		
BAJE303					■		
BAJE304			■			■	■

Practical and Professional Skills

Level	C1	C2	C3	C4	C5	C6
4						
BAJE101	■					
BAJE102		■				
BAJE103			■			
BAJE104						■
BAIS300		■				
BCOP100					■	
5						
BAJE201		■				
BAJE202	■			■		
BAJE203						■
GCOP200					■	
6						
BAJE301	■					
BAJE302		■				■
BAJE303					■	
BAJE304					■	

Key/Transferable Skills

Level	D1	D2	D3	D4	D5	D6
4						
BAJE101		■				
BAJE102				■		
BAJE103			■			
BAJE104					■	
BAIS300			■			
BCOP100						■
5						
BAJE201		■				
BAJE202					■	
BAJE203				■		
GCOP200						■
6						
BAJE301						■
BAJE302	■					
BAJE303		■				
BAJE304						■