

**BA (Hons) Jewellery**

# **DEFINITIVE MODULE RECORDS**

**Definitive Module Records:**

The programme of study is divided into modules as contained in this module handbook. The modules are written in such a way as to be useful and relevant for a number of years and describe the skills and knowledge you will be exposed to, and the types of activity we expect you to undertake. However, these modules will always be interpreted through assignments. These assignments are written each year to ensure their relevance to the workplace, new developments in the subject, emerging technology and the needs and interests of individual student groups. Each module will have a final (summative) assessment. This may be one assessment at the end of the module, or made up of several smaller assessments, which take place during and at the end of the module.

At the initial assignment briefing you will be made aware of the specified learning outcomes and assessment criteria for the module. The assignment will very clearly state the work required for assessment and the way in which the assessment will be conducted. Each module assignment brief will clearly refer to the learning outcomes and assessment criteria and the tasks required to achieve these. The brief should be read in conjunction with the indicative grading matrix to help you maximise your work.

In each module there is an essential reading list. This list will also be added to in the assignment to ensure relevance and currency.

## Definitive Module Record

1. Factual Information			
<b>Module Code &amp; Title</b>	BAJE101 Visualisation	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Practice	<b>Notional learning hours</b>	200

2. Rationale for the module and its links with other modules
<p>The Visualisation module forms an essential induction into developing approaches to design and questioning pre-conceptions regarding the use of drawing. As Makers we use drawing as a tool to communicate our ideas to others, and ourselves and as a way of recording what we see, but just as importantly, we use drawing as a means of <i>generating</i> the very ideas, which could develop into made objects.</p> <p>You will develop existing drawing skills by exploring a wide variety of different materials and techniques (both traditional and contemporary) to depict objects, spaces and forms into 3D and 2D using Drawing in its broadest sense. In this way, it is intended that you will develop your observational and creative thinking skills, with an understanding of how drawing can inform making.</p> <p>Practical workshops and trips will explore the use of drawing across a range of material areas relevant to contemporary making practices including: Metals, Wood, Ceramics and Glass – whilst utilising traditional, contemporary and digital ways of working, with contemporary and historical examples referenced. Creative-play and risk-taking will allow you to break free from any existing inhibitions regarding what a 'good' or 'bad' drawing actually is.</p> <p>You will respond to a number of tasks that will develop your strategies and skills for using drawing.</p>

3. Aims of the module
<ul style="list-style-type: none"> <li>● To foster an appreciation of the importance of drawing as part of the design process.</li> <li>● To build confidence in drawing as a means of exploring, understanding and translating the observable 'world' or intangible thoughts.</li> <li>● To use drawing as a way of thinking through and communicating ideas.</li> <li>● To experiment with and evaluate a range of creative recording and idea generating techniques, extending visual vocabulary from a variety of sources.</li> <li>● To produce creative visual communication, through the application and manipulation of a range of 2D and 3D media, materials and techniques.</li> </ul>

4. Indicative content
<p>You will be introduced to drawing as an essential tool to underpin making and design skills. As well as learning traditional observational drawing skills, which will develop visual skills in seeing, recording and creating an image, you will work in a range of scales, materials and media to extend the possibilities of what is achievable. You will be introduced to ways of understanding colour, line, form, volume, proportion, mark making and surface pattern for example. Through a range of artist talks, trips / visits, workshop sessions and tutor feedback, the module will explore expressive, investigative and experimental approaches to drawing as well as communicating ideas. This module is designed to provide a platform for further practical making modules and extend design skills as well as to give an appreciation of how drawing can be used to achieve appropriate creative outcomes.</p>

5. External/Industry links
Visits Visiting lecturers / practitioners

6. Assessment strategy, assessment methods and relative weightings
Individual progress tutorials. Summative assessment 100% by coursework: Portfolio of all visual experimentation (sketchbooks, worksheets, experiments & tests) & final outcomes, reflective journal / blog.

7. Mapping of assessment tasks to learning outcomes (see Annex 1)				
Assessment tasks	Intended learning outcomes			
	A5	B4	C1	D2
Portfolio of work	X	X	X	X
Reflective journal	X			X

8. Key reading list				
Author	Year	Title	Publisher	Location
Kantrowitz, A., Brew, A., & Fava, M., (eds.)	2011	<u>Thinking Through Drawing: Practice into Knowledge.</u>	Teachers College Press	New York
Genders, C	2009	<u>Pattern, Colour and Form. Creative Approaches by Artists.</u>	A & C Black.	London
Kovats, T	2005	<u>The Drawing Book: The Survey of the Primary Means of Expression</u>	Black Dog Publishing	London
Cane, K.	2012	<u>Making and Drawing.</u>	A & C Black.	London
Oei, Loan, De Kegel, C.	2002	<u>The Elements of Design: Rediscovering Colours, Textures, Forms and Shapes</u>	Thames & Hudson.	London

9. Other indicative sources (e.g. websites)
<p><b>Journals:</b> Ceramics Art and Perception, Glass Crafts, Artist blacksmith, Ceramics in Society, Stained Glass, Crafts, Craftsman Magazine (Craft &amp; Design), The Journal of Modern Craft, Craft Arts International, American Craft American Craft, Goldsmiths review, Ceramics Monthly, Glass Cone, Ceramics Technical, Neues Glass, Retail Jeweller, Ceramics Review, Hole &amp; Corner Magazine, Frieze Magazine, ICON, Elle Decoration, Living ETC, Design Review</p> <p><b>Online Resources:</b>  <a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a> (funding &amp; exhibition body)  <a href="http://www.craftscouncil.org.uk">www.craftscouncil.org.uk</a> (Next Move/One Year On)  <a href="http://www.caa.org.uk">www.caa.org.uk</a> (professional organisation)  <a href="http://www.vam.ac.uk">www.vam.ac.uk</a>  <a href="http://www.ceramic-review.co.uk">www.ceramic-review.co.uk</a>  <a href="http://www.cgs.org.uk">www.cgs.org.uk</a> Contemporary Glass Society  <a href="http://www.glassart.org">www.glassart.org</a> Glass Art Society (US) (Conferences events etc.)  <a href="http://www.baba.org.uk">www.baba.org.uk</a> British Artist Blacksmith Association  <a href="http://www.thegoldsmiths.co.uk">www.thegoldsmiths.co.uk</a> (funding, assaying etc)  <a href="http://www.bja.org.uk">www.bja.org.uk</a> (British Jewellers Association-professional organisation)  <a href="http://www.oxotower.co.uk">www.oxotower.co.uk</a> (exhibition venue and studios)  <a href="http://www.societyofdesignercraftsmen.org.uk">www.societyofdesignercraftsmen.org.uk</a> (professional craft organisation).  <a href="http://www.axisweb.org">www.axisweb.org</a> (artist website)  <a href="http://www.designnation.co.uk">www.designnation.co.uk</a> (national design resource &amp; selected membership organisation)  <a href="http://www.designmuseum.org">www.designmuseum.org</a>  <a href="http://www.cida.org">www.cida.org</a> (creative industries online)  <a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a></p>

## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A5: Begin to identify the use of approaches and techniques relating to the subject and intention of creative work.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B4. Evidence independent research and exploration through the gathering of information and experiences to help form independent judgements and decision-making.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Use drawing skills, visualisation techniques and a range of media, materials and techniques to communicate concepts and ideas.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p data-bbox="172 230 671 286"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="172 320 735 409">D2. Begin to reflect on their own practice, skills acquisition and growing awareness of wider designing and making practices.</p>	<p data-bbox="794 230 1382 342"><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="794 347 1369 409"><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p data-bbox="794 443 1382 533"><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p data-bbox="794 548 1382 667"><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="794 672 1358 790"><b>Critiques:</b> 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 data-bbox="794 795 1350 857"><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p data-bbox="794 862 1366 947"><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAJE102 Realisation	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Practice	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>	
<p>Realisation through making is an important way in which we can achieve desired or anticipated ideas and concepts. Playful exploration using a range of materials and processes, engages us with numerous possibilities and allows us to come to understand something clearly and distinctly.</p> <p>You will be introduced to materials and establish an appreciation of their properties whilst asking yourself, “what can I do with this? What does it look like if I do that?” This module will provide you with the security to ‘take risks and build confidence in making, in order to understand how creative play can lead to innovation. You will engage with materials in a variety of ways such as, transforming, copying, re-mixing, combining, re-appropriating, for example, whilst learning essential techniques and processes which will form the foundation of future making.</p> <p>You will be taught safe working practices and will develop research and recording skills including critical analysis and how to relate sometimes-abstract findings to practice. You will be encouraged to look at the work of others from your own and other eras and cultures.</p>	

<b>3. Aims of the module</b>	
<ul style="list-style-type: none"> <li>● To broaden and further consolidate a growing skills base through the teaching of workshop skills, both through cognitive and practical interaction with materials, techniques and processes.</li> <li>● To develop problem-solving skills by responding to a given starting point, through the process of comprehension, investigation, exploration and subsequent creative responses.</li> <li>● To enhance levels of visual enquiry, analysis and evaluation.</li> <li>● To develop sensitivity to the possibilities of a range of traditional and digital materials and techniques.</li> </ul>	

<b>4. Indicative content</b>	
<p>With specialist guidance, students will experiment with materials using appropriate techniques with attention to safe working practices across the available workshops and studios. Through set tasks, students will develop a good knowledge and understanding of techniques and processes and they will keep a technical journal recording processes experienced during the module, including further research into materials and processes. Students will also keep a reflective journal / blog incorporating analysis and evaluation of their work which evidences their understanding of observation, analysis and practice-based research and creative problem-solving strategies, this will be in conjunction with a range of samples / test pieces / maquettes. Students must evidence enquiry into the work of others, within the context of Jewellery Design / Craft /Fine Art.</p>	

<b>5. External/Industry links</b>	
Visits Visiting lecturers / practitioners	

<b>6. Assessment strategy, assessment methods and relative weightings</b>	
Individual progress tutorials. Summative assessment 100% by coursework: Portfolio of all visual experimentation (sketchbooks, worksheets, experiments & tests) & final outcomes, reflective journal.	

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
Assessment tasks	Intended learning outcomes			
	A1	B1	C2	D4
Portfolio of work	X	X	X	X
Reflective journal	X	X		X

8. Key reading list				
Author	Year	Title	Publisher	Location
Cohen, D	2012	<u>A Visual Language: Elements of Design.</u>	A&C Black	London
Johnston, L	2015	<u>Digital Handmade: Craftsmanship and the New Industrial Revolution</u>	Thames & Hudson	London
Howes, P., Laughlin, Z	2012	<u>Material Matters: New Materials in Design</u>	Black Dog Publishing	London
Greet Hannah, G	2002	<u>Elements of Design: Rowena Reed Kostellow and the Structure of Visual Relationships</u>	Princeton Architectural Press	New York

9. Other indicative sources (e.g. websites)
<p><b>Journals:</b> Ceramics Art and Perception, Glass Crafts, Artist blacksmith, Ceramics in Society, Stained Glass, Crafts, Craftsman Magazine (Craft &amp; Design), The Journal of Modern Craft, Craft Arts International, American Craft American Craft, Goldsmiths review, Ceramics Monthly, Glass Cone, Ceramics Technical, Neues Glass, Retail Jeweller, Ceramics Review, Hole &amp; Corner Magazine, Frieze Magazine, ICON, Elle Decoration, Living ETC, Design Review</p> <p><b>Online Resources:</b>  <a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a> (funding &amp; exhibition body)  <a href="http://www.craftscouncil.org.uk">www.craftscouncil.org.uk</a> (Next Move/One Year On)  <a href="http://www.caa.org.uk">www.caa.org.uk</a> (professional organisation)  <a href="http://www.vam.ac.uk">www.vam.ac.uk</a>  <a href="http://www.ceramic-review.co.uk">www.ceramic-review.co.uk</a>  <a href="http://www.cgs.org.uk">www.cgs.org.uk</a> Contemporary Glass Society  <a href="http://www.glassart.org">www.glassart.org</a> Glass Art Society (US) (Conferences events etc.)  <a href="http://www.baba.org.uk">www.baba.org.uk</a> British Artist Blacksmith Association  <a href="http://www.thegoldsmiths.co.uk">www.thegoldsmiths.co.uk</a> (funding, assaying etc)  <a href="http://www.bja.org.uk">www.bja.org.uk</a> (British Jewellers Association-professional organisation)  <a href="http://www.oxotower.co.uk">www.oxotower.co.uk</a> (exhibition venue and studios)  <a href="http://www.societyofdesignercraftsmen.org.uk">www.societyofdesignercraftsmen.org.uk</a> (professional craft organisation).  <a href="http://www.axisweb.org">www.axisweb.org</a> (artist website)  <a href="http://www.designnation.co.uk">www.designnation.co.uk</a> (national design resource &amp; selected membership organisation)  <a href="http://www.designmuseum.org">www.designmuseum.org</a>  <a href="http://www.cida.org">www.cida.org</a> (creative industries online)  <a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a></p>

## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Begin to articulate an understanding of your own creative identity, values and aspirations.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> 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><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1. Begin to engage in both formal and informal approaches to critically evaluate your own and others work.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> 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><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C2: Creatively explore a range of practical skills &amp; processes applied to a variety of contexts.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p data-bbox="164 322 780 383"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="164 416 780 477">D4. Work to deadlines, plan realistic goals and schedules and apply effective time management.</p>	<p data-bbox="788 322 1399 443"><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="788 445 1399 539"><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p data-bbox="788 551 1399 672"><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="788 674 1399 795"><b>Critiques:</b> 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 data-bbox="788 797 1399 857"><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p data-bbox="788 860 1399 945"><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAJE103 Design in Context	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Practice	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>	
<p>There are 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.</p> <p>You will be introduced to a range of contextual possibilities relevant to contemporary making practices (across Design Crafts, Jewellery, Ceramics and Glass). You will be expected to make decisions as to how best to approach making for these using appropriate materials and processes and will begin to consider how these relate to their own trajectory.</p> <p>You will be encouraged to look at a range of contextual possibilities and identify the differences between them. The intention is to broaden your awareness of the variety of ways in which materials, making and process are relevant in contemporary art and design practices so you can begin to make decisions as to how to position your own practice.</p>	

<b>3. Aims of the module</b>	
<ul style="list-style-type: none"> <li>● To explore a range of contextual possibilities relevant to contemporary designing/ making.</li> <li>● To begin to develop an awareness of the relevance of positioning their own practice and its relationship to a specific audience(s).</li> <li>● To develop an awareness of the importance of using appropriate materials, processes and design principles in line with a chosen context.</li> <li>● To encourage both reflective and critical evaluation skills in relation to the suitability of their chosen methods of production for a chosen context of presentation.</li> </ul>	

<b>4. Indicative content</b>	
<p>At the core of this module are a series of lectures focused on a range of contextual possibilities relevant to designing and making intended to broaden the student's awareness of the possibilities of positioning their practice and the importance of selecting the appropriate materials and actions which will allow for successful and viable production.</p> <p>The student will engage in experimentation and critical evaluation within the context described above.</p> <p>Assessment will relate to the production of a body of work and the student will be encouraged to reflect and suggest ideas for further study through the development of a reflective journal.</p>	

<b>5. External/Industry links</b>	
Visits Visiting lecturers / practitioners	

<b>6. Assessment strategy, assessment methods and relative weightings</b>	
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework:  Body of work exhibiting all 2D and 3D visual experimentation (sketchbooks, worksheets, experiments & tests) & final outcomes Reflective journal.	

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
Assessment tasks	Intended learning outcomes			
	A1	B5	C3	D3
Body of work	X	X	X	X
Reflective journal	X	X	X	X

8. Key reading list				
Author	Year	Title	Publisher	Location
Bone, E	2011	<u>Silversmithing for Jewellery Makers</u>	Search Press Ltd	London
Puman, L	2014	<u>Contemporary Jewellery Design</u>	CYPI Press	London
Harrison, G., & Ambrose, P	2009	<u>Basic Design: Design Thinking</u>	AVA Publishing	London
Raizman, D	2010	<u>History of Modern Design</u>	Laurence King	London
Lefteri, C	2002	<u>Materials for Inspirational Design</u>	Rotovision	Switzerland
Adamson, G	2007	<u>Thinking through Craft</u>	Berg	London
Pye, D	2007	<u>The Nature and Art of Workmanship</u>	Herbett Press	London
Sennett, R	2009	<u>The Craftsman</u>	Penguin	London

9. Other indicative sources (e.g. websites)
<p><b>Journals:</b>            Ceramics Art and Perception, Glass Crafts, Artist blacksmith, Ceramics in Society, Stained Glass, Crafts, Craftsman Magazine (Craft &amp; Design), The Journal of Modern Craft, Craft Arts International, American Craft American Craft, Goldsmiths review, Ceramics Monthly, Glass Cone, Ceramics Technical, Neues Glass, Retail Jeweller, Ceramics Review, Hole &amp; Corner Magazine, Frieze Magazine, ICON, Elle Decoration, Living ETC, Design Review</p> <p><b>Online Resources:</b>  <a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a> (funding &amp; exhibition body)  <a href="http://www.craftscouncil.org.uk">www.craftscouncil.org.uk</a> (Next Move/One Year On)  <a href="http://www.caa.org.uk">www.caa.org.uk</a> (professional organisation)  <a href="http://www.vam.ac.uk">www.vam.ac.uk</a>  <a href="http://www.ceramic-review.co.uk">www.ceramic-review.co.uk</a>  <a href="http://www.cgs.org.uk">www.cgs.org.uk</a> Contemporary Glass Society  <a href="http://www.glassart.org">www.glassart.org</a> Glass Art Society (US) (Conferences events etc.)  <a href="http://www.baba.org.uk">www.baba.org.uk</a> British Artist Blacksmith Association  <a href="http://www.thegoldsmiths.co.uk">www.thegoldsmiths.co.uk</a> (funding, assaying etc)  <a href="http://www.bja.org.uk">www.bja.org.uk</a> (British Jewellers Association-professional organisation)  <a href="http://www.oxotower.co.uk">www.oxotower.co.uk</a> (exhibition venue and studios)  <a href="http://www.societyofdesignercraftsmen.org.uk">www.societyofdesignercraftsmen.org.uk</a> (professional craft organisation).  <a href="http://www.axisweb.org">www.axisweb.org</a> (artist website)  <a href="http://www.designnation.co.uk">www.designnation.co.uk</a> (national design resource &amp; selected membership organisation)  <a href="http://www.designmuseum.org">www.designmuseum.org</a>  <a href="http://www.cida.org">www.cida.org</a> (creative industries online)  <a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a></p>

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Begin to articulate an understanding of your own creative identity, values and aspirations.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> 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><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B5. Take risks with processes and make constructive use of results, both successful and unsuccessful.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C3: Make creative work that is underpinned by an awareness of design principles and forms of visual communication.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p data-bbox="164 327 730 387"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="164 421 730 568">D3. Begin to identify and apply appropriate knowledge and production processes, in order to creatively and professionally solve problems, realising the potential of your ideas.</p>	<p data-bbox="738 327 1374 416"><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="738 421 1374 510"><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="738 515 1374 629"><b>Critiques:</b> 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 data-bbox="738 633 1374 689"><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p data-bbox="738 694 1374 775"><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAJE104 Professional Practice & PDP 1	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory & Practice	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>
<p>This module is designed to help you explore the shape and patterns of employment in the creative industries, to enable you to start to match your current skills, knowledge and creative portfolio to those required to successfully compete for work in your intended career. Having identified areas for development, you will work with the module leader to update your Professional Development Plan (PDP blog) to enable you to identify the necessary experiences and skills to acquire during your degree course. The module will cover a wide range of general skills including: effective professional communication with employers, CV compilation and social media promotional platforms.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>• To investigate the employment structures and work patterns within the creative industries</li> <li>• To reflect on personal skills, qualities, experience and abilities and on the expectations of the work place.</li> <li>• To explore appropriate career opportunities developing an action plan to enhance potential career progression.</li> <li>• To develop effective professional communication methods and knowledge for use in contacting employers, networking, interviews, presentations and in the production of effective and professional CVs.</li> <li>• To develop an understanding of soft and interpersonal skills and the importance of these skills in acquiring and sustaining employment.</li> </ul>

<b>4. Indicative content</b>
<p>This module will run alongside their practical studio-based modules, for the whole of level 4, raising the students' awareness of career paths within Jewellery and its associated industries. 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 &amp; seminars, research tasks, individual reflective activities and team assignments/ critiques.</p> <p>The module takes the student through an in depth investigation of the structures and working patterns currently operating in the specific creative industry that the student aspires to pursue a career in. Alongside this, the student will be asked to undertake a skills audit of their current skills and abilities. They will be asked to look at job roles and practitioners, analysing career histories.</p>

<b>5. External/Industry links</b>
Visits Industry / practice-based research Visiting lecturers / practitioners

<b>6. Assessment strategy, assessment methods and relative weightings</b>
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework: Research/Seminar journal – record of all tasks undertaken throughout the module. Reflective journal – that records and archives ongoing reflection of developing professional skills

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
Assessment tasks	Intended learning outcomes			
	A1	B3	C6	D5
Research/Seminar journal	X	X	X	X
Reflective blog		X		

8. Key reading list				
Author	Year	Title	Publisher	Location
Various,	2011	Your Hired!	Trotman	London
Thought, F	2011	Brilliant Employability Skills	Prentice Hall	London
Howard, S	1999	Creating a Successful CV	DK Books	London
Smith, L. & Spencer, J	2012	How they made it	Trotman	London

9. Other indicative sources (e.g. websites)
<p><b>Journals</b>            Ceramics Art and Perception, Glass Crafts, Artist blacksmith, Ceramics in Society, Stained Glass, Crafts, Craftsman Magazine (Craft &amp; Design), The Journal of Modern Craft, Craft Arts International, American Craft American Craft, Goldsmiths review, Ceramics Monthly, Glass Cone, Ceramics Technical, Neues Glass, Retail Jeweller, Ceramics Review, Hole &amp; Corner Magazine, Frieze Magazine, ICON, Elle Decoration, Living ETC, Design Review</p> <p><b>Online Resources</b>  <a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a> (funding &amp; exhibition body)  <a href="http://www.craftscouncil.org.uk">www.craftscouncil.org.uk</a> (Next Move/One Year On)  <a href="http://www.caa.org.uk">www.caa.org.uk</a> (professional organisation)  <a href="http://www.vam.ac.uk">www.vam.ac.uk</a>  <a href="http://www.ceramic-review.co.uk">www.ceramic-review.co.uk</a>  <a href="http://www.cgs.org.uk">www.cgs.org.uk</a> Contemporary Glass Society  <a href="http://www.glassart.org">www.glassart.org</a> Glass Art Society (US) (Conferences events etc.)  <a href="http://www.baba.org.uk">www.baba.org.uk</a> British Artist Blacksmith Association  <a href="http://www.thegoldsmiths.co.uk">www.thegoldsmiths.co.uk</a> (funding, assaying etc)  <a href="http://www.bja.org.uk">www.bja.org.uk</a> (British Jewellers Association-professional organisation)  <a href="http://www.oxotower.co.uk">www.oxotower.co.uk</a> (exhibition venue and studios)  <a href="http://www.societyofdesignercraftsmen.org.uk">www.societyofdesignercraftsmen.org.uk</a> (professional craft organisation).  <a href="http://www.axisweb.org">www.axisweb.org</a> (artist website)  <a href="http://www.designnation.co.uk">www.designnation.co.uk</a> (national design resource &amp; selected membership organisation)  <a href="http://www.designmuseum.org">www.designmuseum.org</a>  <a href="http://www.cida.org">www.cida.org</a> (creative industries online)  <a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a></p>

## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Begin to articulate an understanding of your own creative identity and values and those of the creative industries</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B3. Research and reflect Design Craft practices to inform professional aspirations and career or progression opportunities.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C6. Demonstrate an understanding of the requirements of commercial and professional practice within your chosen field.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p data-bbox="164 230 780 293"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="164 322 780 472">D5. Begin to demonstrate an ability to plan and prepare for professional practice, through an awareness and understanding of practical knowledge, skills and attributes required to work within the creative industries</p>	<p data-bbox="788 230 1399 344"><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="788 349 1399 412"><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p data-bbox="788 416 1399 530"><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="788 535 1399 649"><b>Critiques:</b> 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 data-bbox="788 654 1399 716"><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p data-bbox="788 721 1399 835"><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAIS300 Interdisciplinary Studies	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory & Practice	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>
This module provides an opportunity to expand and develop skills and knowledge in fields beyond the immediate programme environment, in subject areas which are nonetheless relevant to your personal career aspirations, and which have the potential to develop new horizons and feedback into future modules. You will engage in an elective offered by a programme outside of your own. Electives may include: drawing, costume accessories, live art, printmaking, curatorial practice, web design, interactive media, creative writing, studio or location photography, underwater imaging, film making, textiles, & fashion marketing and promotion.

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● To provide the opportunity for students to explore interdisciplinary solutions for creative practice</li> <li>● To develop skills and knowledge that can be applied to future projects and situations</li> <li>● To broaden student awareness of other materials-led, process-based creative practices</li> </ul>

<b>4. Indicative content</b>
Students will select from a range of electives designed to broaden their knowledge of wider creative practices. The curriculum is delivered through subject-based workshops and interdisciplinary talks. Specific curriculum content and activities will vary across the electives, but the essential features of developing or enhancing skills of production and critical understanding, and building awareness of the links to personal disciplinary/professional aspirations will be core to all activities. At the mid-point of the module, students will be given formative feedback on their progress on the module through individual, and/or small group tutorials. Students will keep a studio practice book, which will chart their development and engagement with the module. At the end of the module students will present work to their tutors and peers as part of the summative assessment.

<b>5. External/Industry links</b>
Visits Visiting lecturers / practitioners

<b>6. Assessment strategy, assessment methods and relative weightings</b>
Portfolio of practice/artefact 1000 word (or equivalent) critical evaluation Studio practices file 10 minute presentation Formative tutorial

<b>7. Mapping of assessment tasks to learning outcomes (see annex 1)</b>				
Assessment tasks	Intended learning outcomes			
	A5	B4	C2	D3
Body of practical work/portfolio of practice/artefact	X		x	
Presentation				x
Critical evaluation		x		x
Research file/studio practices file		x		

<b>8. Key reading list</b>				
Author	Year	Title	Publisher	Location
The specific reading materials and research sources are located on the VLE for this module/specific elective				

**9. Other indicative sources (e.g. websites)**

The specific reading materials and research sources are located on the VLE for this module/specific elective

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A5: Begin to identify the use of approaches and techniques relating to the subject and the intention of the creative work.</p>	<p><b>Learning and teaching strategy</b></p> <p>Lectures/Interdisciplinary talks Group discussions Workshops Tutorials Summative assessment</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B4: Evidence and explore different methods of research – thematic, inspirational and visual – gathered from a range of sources.</p>	<p><b>Learning and teaching strategy</b></p> <p>Interdisciplinary critiques Workshops</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C2: Creatively explore a range of practical skills &amp; processes applied to a variety of contexts.</p>	<p><b>Learning and teaching strategy</b></p> <p>Workshops Group work Research/practice development Independent study Formative assessment (presentations/tutorials)</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D3. Begin to identify and apply appropriate knowledge and production processes, in order to creatively solve problems, beginning to realise the potential of their own ideas.</p>	<p><b>Learning and teaching strategy</b></p> <p>Workshops aimed at increasing knowledge/understanding of materials, techniques and processes that can be utilised in and applied to other disciplines/situations</p> <p>Group work Presentation Critical self-evaluation</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BCOP100 Contexts of Practice 1	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>
<p>This module will introduce you to key theories and will provide a range of critical approaches supporting the investigation, interpretation and analysis of contemporary Jewellery. You will study a range of concepts that have shaped the way that we understand Jewellery in its wider historical and cultural contexts. You will develop core research and communication skills to help you to articulate and contextualise your understanding of the themes covered in this module. The knowledge gained in this module will support your creative practice by developing an understanding of the relationship between thinking and making.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● To introduce and develop understanding of a range of key social, cultural and economic theories and discourses that impact on the production and consumption of Jewellery.</li> <li>● To introduce approaches to, and perspectives on, the interpretation of practice.</li> <li>● To introduce and develop core research skills for the study of contemporary creative practice.</li> <li>● To introduce and develop a range of communication skills</li> </ul>

<b>4. Indicative content</b>
<p>A series of themed lectures and seminars will introduce students to key ideas and theories relevant to the study of Jewellery. The series will explore a range of discourses that affect the way we perceive and value these practices, including, key social and cultural theories concerned with issues of representation, ideology and narrative. The module encourages students to explore the impact of production, consumption, distribution and dissemination of Jewellery in its contemporary context. Seminars and group tutorials develop the concepts presented in the lectures and allow students to begin to critically examine these core themes. Seminars are led or facilitated by a tutor, and individual and/or group tutorials provide guidance in relation to the assessment tasks.</p>

<b>5. External/Industry links</b>
<p>Visits Visiting lecturers/practitioners</p>

<b>6. Assessment strategy, assessment methods and relative weightings</b>
<p>Students will be formatively assessed via their developing research blog/research journal at termly tutorial points. At the end of the academic year students will submit a body of work, which will include an essay / research blog, research record/journal and a critical self-evaluation, for the summative assessment for this module.</p> <p>Students will be required to:</p> <ul style="list-style-type: none"> <li>● Engage in research activities that identify and demonstrate a developing understanding of key ideas and theories that affect the practice, production and consumption of Jewellery.</li> <li>● Show developing core research skills for the study of Jewellery through the development of a research blog/journal.</li> <li>● Demonstrate understanding and application of theoretical approaches to Jewellery in the presentation of a body of critical writings and a visual research archive (such as an essay, body of critical writing or research blog).</li> <li>● Critically self-evaluate the learning experience which contextualises their own area of practice informed by key ideas, theories and approaches.</li> </ul> <p>Please note the assignment brief will detail all assessed tasks and how these contribute to the final grade</p>

<b>7. Mapping of assessment tasks to learning outcomes (see annex 1)</b>				
<b>Assessment tasks</b>	<b>Intended learning outcomes</b>			
	<b>A2</b>	<b>B2</b>	<b>C5</b>	<b>D6</b>
An essay/research blog (1500-2000 words or equivalent)	X	X	X	X
A research record/journal			X	X
A critical self-evaluation (250-500 words)			X	X

<b>8. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Clay, R	2009	<u>An Introduction to Design</u>	Berg	London
Gauntlett, D	2011	<u>Making is Connecting</u>	Polity Press	London
Miller, D	2010	<u>Stuff</u>	Polity Press	London
Baudrillard, J	1996	<u>The System of Objects</u>	Verso	London

<b>9. Other indicative sources (e.g. websites)</b>
<p><b>Journals</b></p> <p>The library holds a number of journals and has access to online journals and useful research sites. Guidance on how to access some of these materials via Athens etc. will be given by the library staff and project supervisor as appropriate.</p>

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A2: Demonstrate a critical understanding of theories, practices and contexts that underpin Jewellery.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area  <b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved  <b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module  <b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B2: Apply appropriate theoretical approaches to the study and interpretation of Jewellery.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area  <b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved  <b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module  <b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C5: Begin to research, evaluate and contextualise your own area of practice informed by key ideas and theories.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area  <b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved  <b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module  <b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D6: Demonstrate a developing range of communication skills</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area  <b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module  <b>Critiques:</b> 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  <b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAJE 201 Object Enquiry	<b>Level</b>	5
<b>Module Leader</b>		<b>Credit Value</b>	40
<b>Module Type</b>	Practice	<b>Notional learning hours</b>	400

<b>2. Rationale for the module and its links with other modules</b>
<p>Throughout our lives we interact and react to the objects around us, continually making judgments and assessing their value in terms of 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. Often this 'reading' of objects is tacit, with judgments made about value and usefulness through our inherent understanding of our environment and culture.</p> <p>By drawing your attention to how you read and judge objects, you will become aware of how designers and/or makers can affect the interaction between the object and the audience and how skills and processes are utilised to realise ideas. You will then be expected to demonstrate your awareness of these themes by producing a practical response.</p> <p>Through seminars and group work you will become aware of the importance of the relationship between the object and the audience and how this changes according to context.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● To develop an awareness of the interaction between the audience/user and the object.</li> <li>● To identify relevant information by analysing an object according to the context in which it is being viewed.</li> <li>● To gain further knowledge of manufacturing processes and understand how this relates to making in context.</li> </ul>

<b>4. Indicative content</b>
<ul style="list-style-type: none"> <li>● Delivery of the module will begin with lectures and research activities exploring objects, their context, manufacture and value, with key historical and/or contemporary examples, identified for discussion.</li> <li>● A series of workshops will introduce students to a range of approaches to developing practical outcomes, which demonstrate an awareness of the core themes highlighted by the examples identified for discussion.</li> <li>● Outcomes generated through this module could include the following: reinterpretation (or redesigning) of existing objects, contemporary responses to historical objects, objects which create a narrative focused on identified themes and issues, or workshops or events which highlight the values inherent in objects, materials and process.</li> <li>● Throughout the module, group critiques and tutorials will support practical and self-directed stages of study.</li> </ul>

<b>5. External/Industry links</b>
<p>Visiting lecturers / practitioners</p> <p>Students will be encouraged to conduct primary research drawing on relevant archives and collections as identified by the BAJE academic staff.</p>

<b>6. Assessment strategy, assessment methods and relative weightings</b>
<p>Formative assessment in seminar feedback, critiques and individual progress tutorials.</p> <p>Summative assessment 100% by coursework:</p> <p>Research: historical and contemporary contextual research</p> <p>Sketchbook: ideas development, creative experimentation, reflective practice</p> <p>Reflective presentation of sequential image outcomes and written critical self evaluation.</p>

<b>7. Mapping of assessment tasks to learning outcomes (see annex 1)</b>				
<b>Assessment tasks</b>	<b>Intended learning outcomes</b>			
	<b>A4</b>	<b>B5</b>	<b>C2</b>	<b>D2</b>
Body of research & practical work	X	X	X	X
Reflective presentation of outcomes	X	X		X
Critical self evaluation (250-500 words)	X	X		X

<b>8. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Forty, A	1986	<u>Objects of Desire: Design &amp; Society</u>	Thames & Hudson	London
Houston, J	1991	<u>The Abstract Vessel</u>	Bellew	London
Tanner, A	2010	<u>Batch</u>	A & C Black Publishers	London

<b>9. Other indicative sources (e.g. websites)</b>
<p><b>Journals:</b>            Ceramics Art and Perception, Glass Crafts, Artist blacksmith, Ceramics in Society, Stained Glass, Crafts, Craftsman Magazine (Craft &amp; Design), The Journal of Modern Craft, Craft Arts International, American Craft American Craft, Goldsmiths review, Ceramics Monthly, Glass Cone, Ceramics Technical, Neues Glass, Retail Jeweller, Ceramics Review, Hole &amp; Corner Magazine, Frieze Magazine, ICON, Elle Decoration, Living ETC, Design Review</p> <p><b>Online Resources:</b>  <a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a> (funding &amp; exhibition body)  <a href="http://www.craftscouncil.org.uk">www.craftscouncil.org.uk</a> (Next Move/One Year On)  <a href="http://www.caa.org.uk">www.caa.org.uk</a> (professional organisation)  <a href="http://www.vam.ac.uk">www.vam.ac.uk</a>  <a href="http://www.ceramic-review.co.uk">www.ceramic-review.co.uk</a>  <a href="http://www.cgs.org.uk">www.cgs.org.uk</a> Contemporary Glass Society  <a href="http://www.glassart.org">www.glassart.org</a> Glass Art Society (US) (Conferences events etc.)  <a href="http://www.baba.org.uk">www.baba.org.uk</a> British Artist Blacksmith Association  <a href="http://www.thegoldsmiths.co.uk">www.thegoldsmiths.co.uk</a> (funding, assaying etc)  <a href="http://www.bja.org.uk">www.bja.org.uk</a> (British Jewellers Association-professional organisation)  <a href="http://www.oxotower.co.uk">www.oxotower.co.uk</a> (exhibition venue and studios)  <a href="http://www.societyofdesignercraftsmen.org.uk">www.societyofdesignercraftsmen.org.uk</a> (professional craft organisation).  <a href="http://www.axisweb.org">www.axisweb.org</a> (artist website)  <a href="http://www.designnation.co.uk">www.designnation.co.uk</a> (national design resource &amp; selected membership organisation)  <a href="http://www.designmuseum.org">www.designmuseum.org</a>  <a href="http://www.cida.org">www.cida.org</a> (creative industries online)  <a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a></p>

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A4: Develop historical influences and current trends arising from a broad spectrum of art.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area  <b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved  <b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B5: Develop constructive use of results, both successful and unsuccessful and recognise these as vital to the creative process.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area  <b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved  <b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C2: Develop a range of practical skills and expertise, utilising processes and equipment in an effective and creative manner.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area  <b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills  <b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement  <b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module  <b>Critiques:</b> 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  <b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D2. Develop a reflective individual practice that will lead to an ongoing acquisition of skills and knowledge in order to foster personal and professional growth.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area  <b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module  <b>Critiques:</b> 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>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAJE202 External Practice	<b>Level</b>	5
<b>Module Leader</b>		<b>Credit Value</b>	40
<b>Module Type</b>	Practice	<b>Notional learning hours</b>	400

<b>2. Rationale for the module and its links with other modules</b>
<p>Working on external briefs will raise your awareness of the wide range of opportunities in the Jewellery arena and working to industry standard. This module will reflect creative external opportunities within the programme and encourage you to develop knowledge of appropriate professional contexts as you independently explore a range of approaches to Jewellery.</p> <p>Undertaking a live project supports creative direction, investigation and exploration, which will lead you to critically analyse your own personal practice. You will be encouraged to develop your entrepreneurial skills as you take responsibility for the whole process from the initial idea to the final concept, taking design, production, marketing and submission into consideration.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● To encourage personal investigation into the professional aspects of Jewellery practice through participation in industry engagement with live or competitive briefs.</li> <li>● To enhance professional standards in working methods – research &amp; design process, presentation &amp; submission of professionally competent artwork, and working to the expected pace and rigour of live/competitive briefs.</li> <li>● To identify creative and original solutions to a given brief, producing work that both meets the clients needs as well as extending personal visual language.</li> </ul>

<b>4. Indicative content</b>
<ul style="list-style-type: none"> <li>● After an initial period of exploratory workshops, delivery of the module will be focused on small group seminars, group critique sessions and 1:1 tutorial support. Students will also be expected to collaborate effectively with staff, peers and - where appropriate - any relative external service industries such as manufacturers/makers.</li> <li>● Students will be expected to initiate and carry out a body of work that supports and extends their developing personal visual language.</li> <li>● The student will reflect upon and evaluate research, the ideas process and final outcomes and consider the successes and failures of the project in terms of developing own independent practice.</li> </ul>

<b>5. External/Industry links</b>
<p>Visiting lecturers/practitioners/retailers</p> <p>Students can work with external agencies and/or other students.</p> <p>Students will be encouraged to publish, exhibit or present outcomes to an external audience.</p> <p>Students should aim to receive feedback from and be supported by relevant practitioners from industry in the realisation of their outputs.</p>

<b>6. Assessment strategy, assessment methods and relative weightings</b>
<p>Formative assessment in seminar feedback, critiques and individual progress tutorials.</p> <p>Summative assessment 100% by coursework:</p> <p>Research: historical and contemporary approaches to independent and entrepreneurial practice</p> <p>Sketchbook/tests &amp; mock-ups: ideas development, creative experimentation, reflective practice. Final production and appropriate display of negotiated outcomes. Written critical self-evaluation.</p>

7. Mapping of assessment tasks to learning outcomes (see Annex 1)					
Assessment tasks	Intended learning outcomes				
	A1	B5	C1	C4	D5
Body of research & practical work	X	X	X	X	
Appropriate & professional presentation of outcomes	X	X	X		X
Critical self evaluation (250-500 words)	X	X			X

8. Key reading list				
Author	Year	Title	Publisher	Location
Phaidon Editors	2013	<u>The Design Book</u>	Phaidon	London
Alderson, S	2009	<u>Mass Production</u>	Phaidon	London
Felcey, H	2013	<u>Collaboration Through Craft</u>	Berg	London
Halen, W	2014	<u>From the Coolest Corner – Nordic Jewellery</u>	Arnoldsche	Stuttgart

9. Other indicative sources (e.g. websites)
<p><b>Journals:</b>            Ceramics Art and Perception, Glass Crafts, Artist blacksmith, Ceramics in Society, Stained Glass, Crafts, Craftsman Magazine (Craft &amp; Design), The Journal of Modern Craft, Craft Arts International, American Craft American Craft, Goldsmiths review, Ceramics Monthly, Glass Cone, Ceramics Technical, Neues Glass, Retail Jeweller, Ceramics Review, Hole &amp; Corner Magazine, Frieze Magazine, ICON, Elle Decoration, Living ETC, Design Review</p> <p><b>Online Resources:</b>  <a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a> (funding &amp; exhibition body)  <a href="http://www.craftscouncil.org.uk">www.craftscouncil.org.uk</a> (Next Move/One Year On)  <a href="http://www.caa.org.uk">www.caa.org.uk</a> (professional organisation)  <a href="http://www.vam.ac.uk">www.vam.ac.uk</a>  <a href="http://www.ceramic-review.co.uk">www.ceramic-review.co.uk</a>  <a href="http://www.cgs.org.uk">www.cgs.org.uk</a> Contemporary Glass Society  <a href="http://www.glassart.org">www.glassart.org</a> Glass Art Society (US) (Conferences events etc.)  <a href="http://www.baba.org.uk">www.baba.org.uk</a> British Artist Blacksmith Association  <a href="http://www.thegoldsmiths.co.uk">www.thegoldsmiths.co.uk</a> (funding, assaying etc)  <a href="http://www.bja.org.uk">www.bja.org.uk</a> (British Jewellers Association-professional organisation)  <a href="http://www.oxotower.co.uk">www.oxotower.co.uk</a> (exhibition venue and studios)  <a href="http://www.societyofdesignercraftsmen.org.uk">www.societyofdesignercraftsmen.org.uk</a> (professional craft organisation).  <a href="http://www.axisweb.org">www.axisweb.org</a> (artist website)  <a href="http://www.designnation.co.uk">www.designnation.co.uk</a> (national design resource &amp; selected membership organisation)  <a href="http://www.designmuseum.org">www.designmuseum.org</a>  <a href="http://www.cida.org">www.cida.org</a> (creative industries online)  <a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a></p>

## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Begin to articulate your own creative identity, values and aspirations against the current competitive marketplace, and the requirements of the creative industries</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> 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><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B5. Take risks and recognise these as vital to the creative process and on-going developments in own personal visual language.</p> <p>B5: Develop constructive use of results, both successful and unsuccessful and recognise these as vital to the creative process.???</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> 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><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1. Develop appropriate, innovative and distinctive Jewellery concepts in response to the problems posed by set briefs, and present the work to the professional standards required.</p> <p>C4. Develop, define and produce a body of work that confirms your position as a Designer/Maker supporting future working practice in the competitive creative industries.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate</p>

	<p>their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D5: Develop and prepare for professional practice, through an awareness and understanding of practical knowledge, skills and attributes required, including evidence of the ability to negotiate, collaborate and communicate.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> 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><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAJE203 Professional Practice & PDP 2	<b>Level</b>	5
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory & Practice	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>
<p>Throughout the module, you will consider business and practice skills required to plan for a career in Jewellery. This module extends skills acquired during Level 4 allowing individuals to further explore professional practice alongside an investigation into in-house employment, career portfolio and entrepreneurial opportunities. Running throughout level 5, the module will inform an understanding of the level of professionalism, creativity and adaptability required to negotiate a career in the creative industries.</p> <p>Continuing from the good practice established in the level 4 Professional Practice module, reflections will be an ongoing, recorded and archived through your PDP journal.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● To investigate the employment structures and work patterns within the creative industries</li> <li>● To reflect on personal skills, qualities, experience and abilities and the expectations of the work place.</li> <li>● To explore appropriate career opportunities, developing an action plan to enhance potential career progression.</li> <li>● To develop effective professional communication skills used in contacting employers, networking, interviews, presentations and the production of effective and professional CVs.</li> <li>● To develop an understanding of soft and interpersonal skills in effective communication and the importance of these skills in acquiring and sustaining employment.</li> <li>● To develop and extend an understanding of professional practice, including an understanding of guidance relating to moral rights and ethical responsibilities for Designer/Makers.</li> </ul>

<b>4. Indicative content</b>
<ul style="list-style-type: none"> <li>● Throughout the module, tutorials will support an individual's preparations for working to industry requirements and will encourage the growth of key employability and entrepreneurial skills such as written communications, self-motivation and promotional skills, alongside a growing understanding of commercial contexts and the current competitive creative climate.</li> <li>● The sharing of experiences by visiting experts and professionals will inspire an understanding of the enterprise and entrepreneurial aspects of the creative industries along with the overarching skills required for employment.</li> <li>● Student-led feedback sessions will enable the sharing of individual's experiences of external professional encounters, and develop verbal communication skills.</li> <li>● This module will further develop the student's presentation skills as well as their ability to communicate in a professional manner.</li> </ul>

<b>5. External/Industry links</b>
<p>Visits            Site-based / industry / practice-based research            Visiting lecturers / practitioners / industry professionals            Students can approach external agencies for internships.            Students will engage with all aspects of professional practice throughout the module and give due consideration to the standards required by the industry.</p>

<b>6. Assessment strategy, assessment methods and relative weightings</b>
Formative assessment in seminar feedback, critiques and individual progress tutorials.

Summative assessment 100% by coursework:  
 Reflective PDP journal: showing their journey  
 Self evaluative report: an enquiry into the creative industries, including awareness of moral rights, health and safety and ethical responsibilities  
 Reflective presentation.

### 7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes				
	A1	A4	B3	C6	D4
Reflective Report	X	X	X	X	X
Research Journal PDP	X	X		X	X
Presentation	X	X		X	X

### 8. Key reading list

Author	Year	Title	Publisher	Location
Burns, P	2007	<u>Entrepreneurship ad Small Business</u>	Palgrave Macmillan	London
Parrish, D	2006	<u>T Shirts &amp; Suits</u>	Merseyside ACME	Liverpool
Richard, D	2013	<u>How to Start a Creative Business</u>	D&C	London
Peel, M	1998	<u>Successful Presentation</u>	Hodder & Stoughton	London

### 9. Other indicative sources (e.g. websites)

For general careers guidance refer to PCA Careers Library, PCA Library

#### Journals

Ceramics Art and Perception, Glass Crafts, Artist blacksmith, Ceramics in Society, Stained Glass, Crafts, Craftsman Magazine (Craft & Design), The Journal of Modern Craft, Craft Arts International, American Craft American Craft, Goldsmiths review, Ceramics Monthly, Glass Cone, Ceramics Technical, Neues Glass, Retail Jeweller, Ceramics Review, Hole & Corner Magazine, Frieze Magazine, ICON, Elle Decoration, Living ETC, Design Review

#### Online Resources

[www.artscouncil.org.uk](http://www.artscouncil.org.uk) (funding & exhibition body)  
[www.craftscouncil.org.uk](http://www.craftscouncil.org.uk) (Next Move/One Year On)  
[www.caa.org.uk](http://www.caa.org.uk) (professional organisation)  
[www.vam.ac.uk](http://www.vam.ac.uk)  
[www.ceramic-review.co.uk](http://www.ceramic-review.co.uk)  
[www.cgs.org.uk](http://www.cgs.org.uk) Contemporary Glass Society  
[www.glassart.org](http://www.glassart.org) Glass Art Society (US) (Conferences events etc.)  
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[www.thegoldsmiths.co.uk](http://www.thegoldsmiths.co.uk) (funding, assaying etc)  
[www.bja.org.uk](http://www.bja.org.uk) (British Jewellers Association-professional organisation)  
[www.oxotower.co.uk](http://www.oxotower.co.uk) (exhibition venue and studios)  
[www.societyofdesignercraftsmen.org.uk](http://www.societyofdesignercraftsmen.org.uk) (professional craft organisation).  
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[www.designnation.co.uk](http://www.designnation.co.uk) (national design resource & selected membership organisation)  
[www.designmuseum.org](http://www.designmuseum.org)  
[www.cida.org](http://www.cida.org) (creative industries online)  
[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Articulate an understanding of your own creative identity, values and aspirations against the context of the current competitive marketplace, and the requirements of the creative industries</p> <p>A4: Develop historical influences and current trends arising from a broad spectrum of art.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B3. Maintain ongoing academic and professional development through research and reflective practices of critical analysis &amp; self-evaluation.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Critiques:</b> 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><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C6. Develop your understanding of the requirements of commercial and professional practice within your chosen field.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Studio development:</b> to support development of d studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D4. Demonstrate the ability to work on self-initiated tasks and projects, time-management, self-organisation and independence.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p>

	<p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of d studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
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## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	GCOP200 Contexts of Practice 2	<b>Level</b>	5
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>
<p>This module extends and develops the themed ideas, concepts and critical discourses introduced in Contexts of Practice 1. You will attend core lectures and participate in a themed seminar series designed to deepen your understanding of Jewellery practice in its wider contexts. This themed approach encourages you to make considered and appropriate links between your area of practice and wider contextual and interdisciplinary discourses. You will continue to develop critical approaches to research, which will inform your understanding of the relationship between context and practice. You will undertake a contextual research project that links the thematic focus of your particular seminar series to your area of creative practice, which culminates in a research project.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● To develop and extend a critical understanding of critical, cultural and contextual frameworks which inform the production and consumption of Jewellery</li> <li>● To develop independent thinking, project planning and management skills.</li> <li>● To develop enhanced communication skills, which demonstrate knowledge and understanding of critical theories and discourses and their impact on creative practice.</li> </ul>

<b>4. Indicative content</b>
<p>The module begins with a series of core lectures that will cover essential research skills and extend students' ability to research Jewellery in its global contexts. Students are encouraged to connect their developing interests to the analytical and theoretical methods provided. Alongside the taught elements students will engage in independent, self-directed research into contemporary Jewellery. Research undertaken will be documented in a research journal. These research journals will be used during formative tutorials/assessment points to discuss student progress towards achieving summative outcomes, which are an essay/research blog (2,000–2,500 words or equivalent). During the final phase of this module students will begin to think about what they are going to undertake in the 3rd year (level 6) Contexts of Practice 3 module and will prepare an initial research project proposal as an annexe to the research essay/blog.</p>

<b>5. External/Industry links</b>
<p>Visits Visiting lecturers / practitioners</p>

<b>6. Assessment strategy, assessment methods and relative weightings</b>
<p>Formative assessment through tutorials, reviewing research development (file) and a research project presentation (10 minutes to peers and tutor on their research project).</p> <p>Students will conduct independent research, supported by their specialist contextual practice tutor and produce a research essay (equivalent to 2,500 to 3,000 words, plus bibliography).</p> <p>Students will also prepare an initial dissertation proposal (2,000 words or equivalent), for Contexts of Practice 3, which will be used as part of the formative guidance for the next stage.</p> <p><i>Please note your assignment brief will detail all assessed tasks and how these contribute to your final module grade.</i></p>

7. Mapping of assessment tasks to learning outcomes (see annex 1)					
Assessment tasks	Intended learning outcomes				
	A2	A3	B2	C5	D6
Research essay (2,500–3,000 words or equivalent)	X	X	X	X	X
Initial dissertation proposal (2,000 words or equivalent)	X	X	X	X	X
A research journal/file				X	X
Research project presentation				X	X

8. Key reading list				
Author	Year	Title	Publisher	Location
Korn, P	2015	<u>Why we make things and why it matters</u>	Square Peg	London
Harrod, T	2015	<u>The Real Thing</u>	Hyphen Press	London
Frayling, C	2011	<u>On Craftsmanship towards a new Bauhaus</u>	Oberon Masters	London
Danner, P	1987	<u>The Culture of Craft</u>	Manchester University Press	London

9. Other indicative sources (e.g. websites)
<p><b>Journals</b></p> <p>The library holds a number of journals and has access to online journals and useful research sites. Guidance on how to access some of these materials via Athens etc. will be given by the library staff and project supervisor as appropriate.</p> <p>Ceramics Art and Perception, Glass Crafts, Artist blacksmith, Ceramics in Society, Stained Glass, Crafts, Craftsman Magazine (Craft &amp; Design), The Journal of Modern Craft, Craft Arts International, American Craft American Craft, Goldsmiths review, Ceramics Monthly, Glass Cone, Ceramics Technical, Neues Glass, Retail Jeweller, Ceramics Review, Hole &amp; Corner Magazine, Frieze Magazine, ICON, Elle Decoration, Living ETC, Design Review</p> <p><b>Online Resources</b></p> <p><a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a> (funding &amp; exhibition body)</p> <p><a href="http://www.craftscouncil.org.uk">www.craftscouncil.org.uk</a> (Next Move/One Year On)</p> <p><a href="http://www.caa.org.uk">www.caa.org.uk</a> (professional organisation)</p> <p><a href="http://www.vam.ac.uk">www.vam.ac.uk</a></p> <p><a href="http://www.ceramic-review.co.uk">www.ceramic-review.co.uk</a></p> <p><a href="http://www.cgs.org.uk">www.cgs.org.uk</a> Contemporary Glass Society</p> <p><a href="http://www.glassart.org">www.glassart.org</a> Glass Art Society (US) (Conferences events etc.)</p> <p><a href="http://www.baba.org.uk">www.baba.org.uk</a> British Artist Blacksmith Association</p> <p><a href="http://www.thegoldsmiths.co.uk">www.thegoldsmiths.co.uk</a> (funding, assaying etc)</p> <p><a href="http://www.bja.org.uk">www.bja.org.uk</a> (British Jewellers Association-professional organisation)</p> <p><a href="http://www.oxotower.co.uk">www.oxotower.co.uk</a> (exhibition venue and studios)</p> <p><a href="http://www.societyofdesignercraftsmen.org.uk">www.societyofdesignercraftsmen.org.uk</a> (professional craft organisation).</p> <p><a href="http://www.axisweb.org">www.axisweb.org</a> (artist website)</p> <p><a href="http://www.designnation.co.uk">www.designnation.co.uk</a> (national design resource &amp; selected membership organisation)</p> <p><a href="http://www.designmuseum.org">www.designmuseum.org</a></p> <p><a href="http://www.cida.org">www.cida.org</a> (creative industries online)</p> <p><a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a></p>

## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p>At the end of the module, learners will be expected to:</p> <p>A2. Demonstrate verbally, visually and in written formats a developed knowledge and critical understanding of Jewellery and associated industries.</p> <p>A3: Evidence the subject knowledge and understanding of the relationship between theory and practice as they interpret, analyse and evaluate critical approaches to creative practice.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p>At the end of the module, learners will be expected to:</p> <p>B2. Apply appropriate theoretical approaches to the study and interpretation of art, design and media products and practices and demonstrate an understanding of ethical, social and cultural responsibilities.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p>At the end of the module, learners will be expected to:</p> <p>C5. Research, evaluate and contextualise your own area of practice with a range of appropriate research methods.</p>	<p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p>At the end of the module, learners will be expected to:</p> <p>D6. Demonstrate communication skills, which evidence knowledge and understanding of critical, cultural and contextual discourse.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAJE301 Research and Experimentation	<b>Level</b>	6
<b>Module Leader</b>		<b>Credit Value</b>	40
<b>Module Type</b>	Theory and Practice	<b>Notional learning hours</b>	400

<b>2. Rationale for the module and its links with other modules</b>
<p>Starting from the evaluation of your previous work and your intentions for the year, this first module will require you to undertake a period of concentrated research, experimentation and development. The intention is to deconstruct pre-conceived ideas and work patterns, and to allow new creative formations to emerge through calculated risk taking and critical reflection. Throughout, the emphasis is on the exploration and development of concepts, media and methods, rather than finished outcomes. It is likely that this intense period of research and experimentation will underpin some of the critical choices made when you map out your aims in the subsequent Creative &amp; Professional Development module.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● To evaluate acquired knowledge and technical abilities and apply in-depth levels of critical judgment to learning experiences and outcomes.</li> <li>● To select and experiment independently with pertinent processes and techniques to allow synthesis between theory and practice.</li> <li>● To express research methodology and artistic intent in a considered and professional manner utilising relevant media and communication channels.</li> <li>● To reconcile personal practice and specializations in relation to future career aspirations and the commercial applications of creative outcomes</li> <li>● To question, embed and utilise contextual study content within negotiated proposals for final year modules.</li> </ul>

<b>4. Indicative content</b>
<ul style="list-style-type: none"> <li>● Through negotiations with tutors, students will develop proposals that will include details of intended research methodologies and artistic outcomes.</li> <li>● Individual and group tutorials will guide learners through a cohesive and intensive programme of extended, personally directed research and a phase of continual evaluation of past and present practice.</li> <li>● Creative visual and written experimentation will be encouraged in studio-based sessions. Learners will be supported across faculties with specialist knowledge and equipment, but will initiate processes and techniques that inform their specialist practice independently.</li> <li>● Critiques, conducted in peer groups and on an individual basis, will evaluate strengths and limitations of individual approaches and their relationship with contextual content. Critical discussion will encourage engagement with alternative texts, theories, exhibitions and visual stimuli.</li> </ul>

<b>5. External/Industry links</b>
<ul style="list-style-type: none"> <li>● Students will select and research potential clients and collaborators</li> <li>● Visiting Lecturers/Practitioners/Industry experts - will continue to inform students of currents trends, innovations and professional expectations in the Craft and Design industry.</li> </ul>

## 6. Assessment strategy, assessment methods and relative weightings

Formative assessment based on short discreet writing tasks, seminar feedback, studio critiques and individual progress tutorials.

Summative assessment 100% by coursework:

Portfolio of all related practical work, including research and development, experimentation and sketchbooks/research, self evaluation and the resolved outcomes of all work undertaken during the module. Proposal including statement of intent and creative positioning that demonstrates the application of analysis and research appropriate to Level 6 outcomes.

## 7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes			
	A1	B2	C1	D6
Portfolio of research, development & outcomes	X	X	X	X
Proposal	X	X		X

## 8. Key reading list

Author	Year	Title	Publisher	Location
Sennet, R	2009	<u>The Craftsman</u>	Penguin	London
Adamson, G	2007	<u>Thinking Through Craft</u>	Berg/V&A	London
Rose, G	2007	<u>Visual Methodologies</u>	Sage	London
Britten Newell, L	2007	<u>Out of the Ordinary: Spectacular Craft</u>	V&A/Craft Council	London

## 9. Other indicative sources (e.g. websites)

### Journals:

Ceramics Art and Perception, Glass Crafts, Artist blacksmith, Ceramics in Society, Stained Glass, Crafts, Craftsman Magazine (Craft & Design), The Journal of Modern Craft, Craft Arts International, American Craft American Craft, Goldsmiths review, Ceramics Monthly, Glass Cone, Ceramics Technical, Neues Glass, Retail Jeweller, Ceramics Review, Hole & Corner Magazine, Frieze Magazine, ICON, Elle Decoration, Living ETC, Design Review

### Online Resources

[www.artscouncil.org.uk](http://www.artscouncil.org.uk) (funding & exhibition body)  
[www.craftscouncil.org.uk](http://www.craftscouncil.org.uk) (Next Move/One Year On)  
[www.caa.org.uk](http://www.caa.org.uk) (professional organisation)  
[www.vam.ac.uk](http://www.vam.ac.uk)  
[www.ceramic-review.co.uk](http://www.ceramic-review.co.uk)  
[www.cgs.org.uk](http://www.cgs.org.uk) Contemporary Glass Society  
[www.glassart.org](http://www.glassart.org) Glass Art Society (US) (Conferences events etc.)  
[www.baba.org.uk](http://www.baba.org.uk) British Artist Blacksmith Association  
[www.thegoldsmiths.co.uk](http://www.thegoldsmiths.co.uk) (funding, assaying etc)  
[www.bja.org.uk](http://www.bja.org.uk) (British Jewellers Association-professional organisation)  
[www.oxotower.co.uk](http://www.oxotower.co.uk) (exhibition venue and studios)  
[www.societyofdesignercraftsmen.org.uk](http://www.societyofdesignercraftsmen.org.uk) (professional craft organisation).  
[www.axisweb.org](http://www.axisweb.org) (artist website)  
[www.designnation.co.uk](http://www.designnation.co.uk) (national design resource & selected membership organisation)  
[www.designmuseum.org](http://www.designmuseum.org)  
[www.cida.org](http://www.cida.org) (creative industries online)  
[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Evidence an understanding of your own creative identity, values and aspirations within the requirements of the creative industries</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> 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><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B2. Apply appropriate theoretical approaches to the study and interpretation of art, design and media products and practices and demonstrate an understanding of ethical, social and cultural responsibilities of Jewellery.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> 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><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C1. Demonstrate appropriate, innovative and distinctive Jewellery concepts in response to the problems posed by both self-initiated and set briefs.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of</p>

	<p>the knowledge and information gained during the module</p> <p><b>Critiques:</b> 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><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D6. Demonstrate communication skills, which evidence knowledge and understanding of critical, cultural and contextual discourse</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> 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><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAJE302 Creative and Professional Development	<b>Level</b>	6
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory & Practice	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>
<p>This module will enable you to use personal career ambitions to position yourself for progression to employment, self-employment or post-graduate study. It will provide multiple opportunities for you to assimilate previous industry experiences and research into both contextual subject matter and creative outcomes of the final year modules.</p> <p>The module will encourage consideration of audiences, end-users and relevant markets. Relationships with appropriate external agencies, individuals and professionals will be explored and interactions with the creative, commercial and cultural environments will be investigated.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● To support and inform the development of an individually appropriate strategy for progression into employment, self-employment, professional practice or continued education.</li> <li>● To extend learners understanding and consideration of appropriate audiences, end-users and markets and to raise awareness of industry relevant technologies, techniques and innovations.</li> <li>● To encourage learners to utilise personal career ambitions to inform studio practice, contextual content and creative outcomes at professional levels.</li> <li>● To provide opportunities for students to reflect on industry and workplace experiences and to encourage synergy between these and artistic and contextual outcomes.</li> <li>● To encourage the growth of key employability and entrepreneurial skills and to develop cross media communication to a professional level.</li> </ul>

<b>4. Indicative content</b>
<ul style="list-style-type: none"> <li>● Visiting lecturers will continue to encourage individuals to re-evaluate, question and refine personal proposal and practice.</li> <li>● Lectures will encourage the cross-referencing of quantitative and qualitative marketing.</li> <li>● Seminar tasks will promote the application of formative and summative assessment techniques to research and communication activities.</li> <li>● Case studies will allow students to evaluate innovative promotional strategies and media selection, and analyse their effectiveness in driving consumers to specified locations.</li> <li>● Tutorials and critiques will provide opportunities for reflection and evaluation of professional strategies and communications along with the evolution of career aspirations.</li> <li>● Workshops to develop the management of critical paths, budgets, client expectations and collaborative practices.</li> </ul>

<b>5. External/Industry links</b>
<ul style="list-style-type: none"> <li>● Visiting lecturers / practitioners</li> <li>● Relevant practitioners and industry experts offer required support and advice that is identified through student's presentations and student/tutor negotiations.</li> <li>● Students can approach external agencies for research</li> <li>● Students will be encouraged to enter international / national competitions.</li> <li>● Students will engage with all aspects of professional practice throughout level 6 on the programme and within this module will give due consideration to the extent to which they need to plan for employment/freelance practice.</li> </ul>

## 6. Assessment strategy, assessment methods and relative weightings

Formative assessment in seminar feedback, critiques and individual progress tutorials.  
Summative assessment 100% by coursework:

Presentation and Research Journal (portfolio based) – to include evidence of critical engagement with a range of appropriate theoretical, conceptual and/or contextual source material. There should be written evidence of personal reflection and critical awareness when evaluating individual progress in relation to set briefs.

Targeted self-promotional material (portfolio based) – to include evidence of the ability to effectively plan, carry out, document, present and evaluate the practical and conceptual development of appropriate solutions to identified problems.

(Relative weightings will be defined in the assignment briefs)

## 7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes				
	A2	B5	C2	C6	D1
Presentation	X	X			X
Research journal	X	X			
Portfolio of promotional material		X	X	X	X

## 8. Key reading list

Author	Year	Title	Publisher	Location
Adamson, G	2007	<u>Thinking Through Craft</u>	Berg	London
Adamson, G	2010	<u>The Craft Reader</u>	Berg	London
Alfoldy, S	2007	<u>Neo-Craft – Modernity and the Crafts</u>	The Press of Nova Scotia College of Art & Design	

## 9. Other indicative sources (e.g. websites)

### Journals:

Ceramics Art and Perception, Glass Crafts, Artist blacksmith, Ceramics in Society, Stained Glass, Crafts, Craftsman Magazine (Craft & Design), The Journal of Modern Craft, Craft Arts International, American Craft American Craft, Goldsmiths review, Ceramics Monthly, Glass Cone, Ceramics Technical, Neues Glass, Retail Jeweller, Ceramics Review, Hole & Corner Magazine, Frieze Magazine, ICON, Elle Decoration, Living ETC, Design Review

### Online Resources:

[www.artscouncil.org.uk](http://www.artscouncil.org.uk) (funding & exhibition body)  
[www.craftscouncil.org.uk](http://www.craftscouncil.org.uk) (Next Move/One Year On)  
[www.caa.org.uk](http://www.caa.org.uk) (professional organisation)  
[www.vam.ac.uk](http://www.vam.ac.uk)  
[www.ceramic-review.co.uk](http://www.ceramic-review.co.uk)  
[www.cgs.org.uk](http://www.cgs.org.uk) Contemporary Glass Society  
[www.glassart.org](http://www.glassart.org) Glass Art Society (US) (Conferences events etc.)  
[www.baba.org.uk](http://www.baba.org.uk) British Artist Blacksmith Association  
[www.thegoldsmiths.co.uk](http://www.thegoldsmiths.co.uk) (funding, assaying etc)  
[www.bja.org.uk](http://www.bja.org.uk) (British Jewellers Association-professional organisation)  
[www.oxotower.co.uk](http://www.oxotower.co.uk) (exhibition venue and studios)  
[www.societyofdesignercraftsmen.org.uk](http://www.societyofdesignercraftsmen.org.uk) (professional craft organisation).  
[www.axisweb.org](http://www.axisweb.org) (artist website)  
[www.designnation.co.uk](http://www.designnation.co.uk) (national design resource & selected membership organisation)  
[www.designmuseum.org](http://www.designmuseum.org)  
[www.cida.org](http://www.cida.org) (creative industries online)  
[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></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><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></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.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> 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><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C2. Demonstrate a range of practical skills and expertise, utilising processes and equipment in an effective and creative manner.</p> <p>C6. Demonstrate the requirements of commercial and professional practice within your chosen field.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> 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><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p data-bbox="164 226 746 286"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="164 320 746 443">D1. Produce a range of appropriate communication methods to present yourself as professional practitioners to relevant audiences.</p>	<p data-bbox="754 226 1399 315"><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="754 315 1399 439"><b>Critiques:</b> 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 data-bbox="754 439 1399 499"><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p data-bbox="754 499 1399 589"><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

1. Factual Information			
<b>Module Code &amp; Title</b>	BAJE303 Creative and Professional Conclusion	<b>Level</b>	6
<b>Module Leader</b>		<b>Credit Value</b>	40
<b>Module Type</b>	Theory & Practice	<b>Notional learning hours</b>	400

2. Rationale for the module and its links with other modules
This module represents the culmination of the knowledge, skills and understanding acquired throughout the entirety of your study on the programme through the engagement in a project that is the result of a self-initiated or self-selected brief.

3. Aims of the module
<ul style="list-style-type: none"> <li>● To enable the student to present a body of work that confirms their personal position as an artist/designer/maker at the conclusion of a BA programme.</li> <li>● To enable the student to identify and demonstrate a depth of understanding of their chosen specialism.</li> <li>● To enable the student to prepare and develop propositional information that will establish their progression and standing professionally outside the College environment.</li> <li>● To enable the student to recognise and promote their transferable skills.</li> </ul>

4. Indicative content
<p>Students will complete the production of their project, demonstrating appropriate professional standards and providing a critical self-assessment and suitable promotional material.</p> <p>Produce a professional display of work in an exhibition context</p> <p>Students will be supported throughout by regular group and individual tutorials, as well as a practical workshops, visiting artists/lecturers programme, and regular progress presentations.</p>

5. External/Industry links
<ul style="list-style-type: none"> <li>● Visiting lecturers / practitioners</li> <li>● Visits</li> <li>● Students will continue to work with external agencies and/or other students.</li> <li>● Students will receive feedback from and be supported by relevant practitioners from industry in the realisation of their outputs.</li> </ul>

6. Assessment strategy, assessment methods and relative weightings
<p>Formative assessment in seminar feedback, critiques and individual progress tutorials.</p> <p>Summative assessment 100% by coursework:</p> <p>Portfolio consisting of resolved and appropriately presented studio work, research work/files and other supporting materials.</p> <p>A written statement including creative intent and an evaluation. (Relative weightings will be defined in assignment briefs)</p>

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
	Intended learning outcomes			
	A3	B5	C5	D2
Portfolio of work	X	X	X	X
Statement	X		X	X

<b>8. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Brink-Budgen, R	2000	<u>Critical Thinking for Students: Learn the Skills of Critical Assessment and Effective Argument.</u>	Oxford	London
Cottrell, S	2005	<u>Critical Thinking Skills: Developing Effective Analysis and Argument.</u>	Palgrave MacMillan.	London
Sanders-Bustle, L	2003	<u>Image, Inquiry and Transformative Practice: Engaging Learners in Creative &amp; Critical Inquiry Through Visual Representation.</u>	Peter Lang	New York
Adamson, G	2010	<u>The Craft Reader</u>	Berg	London

<b>9. Other indicative sources (e.g. websites)</b>
<p><b>Journals:</b>            Ceramics Art and Perception, Glass Crafts, Artist blacksmith, Ceramics in Society, Stained Glass, Crafts, Craftsman Magazine (Craft &amp; Design), The Journal of Modern Craft, Craft Arts International, American Craft American Craft, Goldsmiths review, Ceramics Monthly, Glass Cone, Ceramics Technical, Neues Glass, Retail Jeweller, Ceramics Review, Hole &amp; Corner Magazine, Frieze Magazine, ICON, Elle Decoration, Living ETC, Design Review</p> <p><b>Online Resources:</b>  <a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a> (funding &amp; exhibition body)  <a href="http://www.craftscouncil.org.uk">www.craftscouncil.org.uk</a> (Next Move/One Year On)  <a href="http://www.caa.org.uk">www.caa.org.uk</a> (professional organisation)  <a href="http://www.vam.ac.uk">www.vam.ac.uk</a>  <a href="http://www.ceramic-review.co.uk">www.ceramic-review.co.uk</a>  <a href="http://www.cgs.org.uk">www.cgs.org.uk</a> Contemporary Glass Society  <a href="http://www.glassart.org">www.glassart.org</a> Glass Art Society (US) (Conferences events etc.)  <a href="http://www.baba.org.uk">www.baba.org.uk</a> British Artist Blacksmith Association  <a href="http://www.thegoldsmiths.co.uk">www.thegoldsmiths.co.uk</a> (funding, assaying etc)  <a href="http://www.bja.org.uk">www.bja.org.uk</a> (British Jewellers Association-professional organisation)  <a href="http://www.oxotower.co.uk">www.oxotower.co.uk</a> (exhibition venue and studios)  <a href="http://www.societyofdesignercraftsmen.org.uk">www.societyofdesignercraftsmen.org.uk</a> (professional craft organisation).  <a href="http://www.axisweb.org">www.axisweb.org</a> (artist website)  <a href="http://www.designnation.co.uk">www.designnation.co.uk</a> (national design resource &amp; selected membership organisation)  <a href="http://www.designmuseum.org">www.designmuseum.org</a>  <a href="http://www.cida.org">www.cida.org</a> (creative industries online)  <a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a></p>

## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A3. Demonstrate knowledge and understanding of the relationship between theory and practice as they interpret, analyse and evaluate critical approaches to creative practice.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> 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><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></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.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> 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><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C5. Research, evaluate and contextualise your own area of practice informed by a range of appropriate research methods.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> 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><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p data-bbox="177 293 671 349"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="177 387 759 506">D2. Develop reflective individual practice that will lead to an ongoing acquisition of skills and knowledge in order to foster personal and professional growth.</p>	<p data-bbox="794 293 1382 412"><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="794 416 1382 535"><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="794 539 1382 658"><b>Critiques:</b> 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 data-bbox="794 663 1382 719"><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p data-bbox="794 723 1382 804"><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

1. Factual Information			
<b>Module Code &amp; Title</b>	BAJE304 Contexts of Practice 3	<b>Level</b>	6
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory	<b>Notional learning hours</b>	200

2. Rationale for the module and its links with other modules
This module provides students with two pathways. Each pathway supports the development of independent critical thinking and requires them to consider and contextualise their practice by situating it within a wider set of discourses and contexts. <b>Pathway One</b> is an opportunity to conduct a substantive piece of independent research, which is focused on an area related to your creative practice. <b>Pathway Two</b> is a practice-led research project, with critical commentary.

3. Aims of the module
<ul style="list-style-type: none"> <li>● To position the students' own practice and/or relevant topic within an appropriate critical -and contextual framework</li> <li>● To develop conceptual and critical thinking in relation to practice and to exercise critical judgement.</li> <li>● To develop skills in primary research, critical analysis and evaluation and to synthesise information.</li> <li>● To communicate and articulate ideas in an appropriate format.</li> <li>● To develop an awareness of the students' own work and subject specialism in relation to other areas of art and design practice.</li> </ul>

4. Indicative content
At the start of the module each student will propose and negotiate with their tutor, the subject, and assessment mode of their individual research project. A lecture programme and seminar discussions will introduce contemporary themes and issues, reinforce research methodologies and the placing of ideas and practice within an academic and theoretical framework. Tutorials will be provided to guide research and reading and to support the development of work at an individual level. Students will also give a presentation (30 minutes) to peers.

5. External/Industry links
Visits Site-based / industry / practice-based research Visiting lecturers / practitioners

6. Assessment strategy, assessment methods and relative weightings
<p>Students will engage in a self-directed research project that links to their area of creative practice and interests and/or their intended vocation. The two pathways allow students to shape their research in a way that is appropriate to their creative and vocational goals. Following academic conventions students will conduct a rigorous critical inquiry that consults and applies appropriate art, design, media related cultural/critical theory, all of which should be fully and correctly presented and referenced (Harvard style) conforming to standard academic practice.</p> <p>There are two options:</p> <p><b>Pathway one: A Written Research Project (WRP)</b></p> <p>1 - A formal written research project (dissertation) of 5,000 to 6,000 words in length, supported by a research file/journal or blog. Students are required to demonstrate evidence of appropriate research and understanding and the ability to apply appropriate critical analysis. Students should evidence their ability to present a coherent argument that addresses key questions, areas of concern or propositions.</p>

**Pathway two: The Practice-led Research Project (PRP)**

2 – A practice-led research project (artefact/outcome), supported by a research document of 3,000 words (or equivalent), which evidences appropriate critical analysis and theoretical underpinning as well as demonstrating considered application of appropriate production skills, supported by research file/journal or blog.

**7. Mapping of assessment tasks to learning outcomes (see annex 1)**

Assessment tasks	Intended learning outcomes					
	A2	A3	B6	B7	C5	D7
1. Written research project (dissertation)	X	X	X	X	X	X
2. Practice-led research project (artefact) with research document						
Research blog/journal/file	X	X	X	x	X	X

**8. Key reading list**

Author	Year	Title	Publisher	Location
Swetnam, D., and Swetnam R.,	(2009)	<u>Writing Your Dissertation: The Bestselling Guide to Planning, Preparing and Presenting First Class Work</u> (3rd revised ed)	How to Books Ltd	Oxford

Please note: Students will identify reading and resources as an integral and essential part of the assignment for this module, therefore providing additional texts will that relate to specific individual focus and subject of the research project.

**9. Other indicative sources (e.g. websites)****Journals**

The library holds a number of journals and has access to online journals and useful research sites. Guidance on how to access some of these materials via Athens etc. will be given by the library staff and project supervisor as appropriate.

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A2. Demonstrate an understanding of the overarching theories, practices and contexts that underpin Jewellery</p> <p>A3. Demonstrate an understanding of the relationship between theory and practice and interpret, analyse and evaluate critical approaches to creative practice.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></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 and , theoretical approaches to creative practice in order to stimulate creative and academic development.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C5. Research, evaluate and contextualise your own area of practice informed by key ideas and theories, applying appropriate academic conventions and utilising a range of appropriate research methods.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></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><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>