



BA (Hons) Jewellery

PROGRAMME HANDBOOK

2018-2019

NB: This handbook is for general guidance only. Content may be subject to change.

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1 Programme Details

INSTITUTION:	Plymouth College of Art
VALIDATING INSTITUTION:	Open University
PROGRAMME LEADER:	Gayle Matthias
PROGRAMME AWARD:	BA (Hons)
PROGRAMME TITLE:	BA (Hons) Jewellery
FUNDING BODY:	HEFCE
RELEVANT QAA BENCHMARK(S):	Art and Design
DATE OF VALIDATION:	March 2016
PROGRAMME START:	September 2016
DURATION:	3 years full-time, 6 years part-time
CREDIT VALUE:	360 credits
EXTERNAL EXAMINER:	Lhorne Shaw Course Team Leader BA Hons Decorative Arts School of Art, Nottingham Trent University, UK

2 Programme Leader Welcome

Welcome to Plymouth College of Art, we are delighted that you have chosen to study with us. We are sure you will enjoy your time with us and get a great deal from your study programme and from living in Plymouth.

The College, one of only four specialist colleges nationally providing FE and HE in art and design, was established over 150 years ago. We offer high quality higher education programmes (HE), as well as further education and creative industries activities.

This Programme Handbook will provide you with information and guidance about the College and your study programme.

3 The Open University

Your programme has been developed and will be delivered by Plymouth College of Art. The programme was validated (i.e. formally and independently accredited in terms of quality and standards) by the Open University. The Open University (OU) is a very well established higher education provider who, over recent years, has developed validation links with a number of creative arts institutions nationally and internationally. As well as programme specific information from the College, you will also be provided with a Student Guide from the Open University. This Guide will introduce you to the OU and explain what being registered on a programme validated by the OU means to you.

4 Introduction to the programme

The contemporary jewellery sector is full of global opportunities for innovation and experimentation in a wide range of materials and processes. If you are highly creative and have the desire to use both state-of-the-art digital and high-end traditional workshops to develop your ideas and practice, then this is the programme for you. We teach students to use traditional skills and processes, as well as to devise new ways of working in metals and a range of alternative materials – from paper to glass, textiles to concrete, plastic to found objects.

This programme encourages a broader understanding of art and design disciplines, such as fashion, accessories, theatre, product design and fine art, and how these relate to jewellery in contemporary practice. Central features of the programme include ideas generation, making skills, a will to innovate, and an ability to position these things within a broad market-place – from exhibitions to retail, and from employment in traditional businesses to self-employment. We know that networks, and an understanding of key professional practices, are essential in developing your career.

Our programme team are proactive in providing national and international opportunities to engage and sell to the industry. We provide a stimulating diet of external opportunities. This includes visits from artists and makers, the chance to explore ethically aware trends in jewellery design linked to our international Making Futures conference. This includes participation in major London design event Tent, and hosting the Association of Contemporary Jewellery, the Crafts Council, and the nearby Contemporary Crafts Festival in Bovey Tracey. Throughout this programme, we encourage our students to undertake work placements and internships, and to take live briefs from real clients. All of our studies are underpinned by the theme of enterprise and entrepreneurship, enabling our students to build their profiles and reputations, helping them succeed as they enter into the world of work or freelance activity.

5 Programme Structure

The programme is delivered full-time over three years or part-time over six years.

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

Part-Time	Year 1/level 4	
	Semester 1	Semester 2
	BCOP100 - 20 Credits	
	BAJE101 - 20 Credits	BAIS300 - 20 Credits
	Year 2/level 4	
	Semester 3	Semester 4
	BAJE104 - 20 Credits	
	BAJE102 - 20 Credits	BAJE103 - 20 Credits
	Year 3/level 5*	
	Semester 5	Semester 6
	BAJE203 - 20 Credits	
BAJE201 - 40 Credits		

Year 4/level 5	
Semester 7	Semester 8
GCOP200 - 20 Credits	
	BAJE202 - 40 Credits
Year 5/level 6	
Semester 9	Semester 10
BAJE301 - 40 Credits	BAJE302 - 20 Credits
Year 6/level 6	
Semester 11	Semester 12
BAJE304 - 20 Credits	BAJE303 - 40 Credits

6 The Team

Staff	Principle Responsibilities	Contact details
Gayle Matthias	Senior Lecturer	gmatthias@pca.ac.uk
Jason Marks	Lecturer	jmarks@pca.ac.uk
Kim Bagley	Lecturer	kbagley@pca.ac.uk
Rachel Darbourne	Lecturer	rdarbourne@pca.ac.uk

7 Tutorials

Tutorials play an important role in your educational experience and personal development. You will have a series of regular tutorials throughout your programme of study with your Personal Tutor and other academic staff. Some of these will be directly related to project work and your academic progress, others will be of a more 'pastoral' nature and discuss issues which may be affecting your learning experience or personal, social or emotional issues. There will also be regular group tutorials, where you and your peers have the opportunity to discuss issues with your Programme staff. Your Programme Leader and team will discuss the tutorial process further during the induction period.

During induction, you will be allocated a Personal Tutor from the academic staff. Personal Tutors are there to offer you academic and personal advice throughout your time at the College. **If you cannot find your Personal Tutor and need to speak to someone urgently, ask at the Information Point.**

8 Personal Development Planning

The College will provide you with the opportunity to undertake Personal Development Planning (PDP) as part of your programme of study:

The activity allows you the student the opportunity to add value to your learning by:

1. Initially allowing you to reflect on your existing skills and qualifications background
2. Help define your individual learning style which will make your personal learning easier and more focused
3. Help you to develop and manage your personal goals and careers aims

4. Help you personally reflect on the learning received during the programme, make connections between different parts of the curriculum, your work/social activities and where necessary plug any gaps in your own understanding
5. Help plan and tailor your learning to personal objectives/goals
6. Support the evaluation of your current and future personal, academic and employment opportunities

This can provide you with a deeper level of learning and help improve your employability and future academic potential.

9 Assessment

The College is committed to ensuring that all students have the opportunity to attain the highest possible levels of achievement in all elements and modules of programmes. This Handbook provides an overview of what you are required to undertake in order to complete the modules and achieve the relevant award. You should also refer to the grading matrix contained in this handbook and the full College Academic Regulations which are available on the Student Portal.

9.1 How your work is assessed

The programme of study is divided into modules and 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.

Each module assignment brief will clearly refer to the learning outcomes required 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 potential for an appropriate result.

The internal assessors for the module and external examiner will be looking for evidence that your work meets all the learning outcomes (in terms of the appropriate knowledge and skills, cognitive and intellectual skills, transferable skills and attributes and practical skills as indicated on the module).

Your work is allocated an indicative grade based the Grading Matrix. The College has in place an 'internal moderation' process where samples of assessed work are independently checked to ensure standards. Additionally, all modules will be subject to moderation by external examiners.

You should normally be made aware of your indicative grades within three working weeks of the submission date (with the exception of the Contextual modules in years 1-3 and Final Project modules in year 3). Under certain circumstances these grades may be subject to change by the External Examiner or the Assessment Board. You will receive your final transcript of grades and your award classification after the College Programme Assessment Board has ratified the results.

9.2 Deadlines and Extenuating Circumstances

You will be set deadlines for hand in of work for assessment - if you have not finished the work for a module, it is important to submit the work you have undertaken to date. Coursework handed in after the deadline date and time will be dealt with according to the Academic Regulations for the programme. Extensions to deadlines cannot be granted by programme staff. If you miss a deadline or believe that you will miss a deadline for exceptional circumstances you should submit an extenuating circumstances claim in accordance with the College regulations.

There may be times when, for personal reasons that are beyond your control, you may be unable to hand in on time or to your usual quality. If this is the case you must let your tutor know as soon as possible. If you wish to have extenuating circumstances considered should submit an Extenuating Circumstances form (available on the Portal). The form should be completed, corroborating evidence attached, and you should obtain the signature of your Programme Leader. Your Programme Leader will agree a new submission date for you based on your circumstances. Once the form has been signed the Programme Leader must pass the form to the Registrar for processing.

Straightforward claims will be considered within 10 working days of submission by the Deputy Registrar (HE) in negotiation with the relevant Head of School. Students will be advised of the decision regarding their claim within 15 working days of submission by email. A straightforward claim will normally constitute where a student requires a short resubmission timescale (of one to two weeks) due to a short period of absence.

Complex claims will be considered by the EC Screening Committee. All decisions will be reported to the Module Assessment Board. Providing that the claim for extenuating circumstances is agreed, you will not be penalised for late submission.

If your 'extenuating circumstances' claim has been agreed you will be given a date for re-submission or submission of module work and if submitted on time the work will be graded, as if for the first time.

Further information on College Academic Regulations can be found on the Student Portal.

9.3 Award Requirements

To be eligible for a Bachelors (BA) Hons degree you must achieve 360 credits (120 credits at levels 4, 5 and 6) which means you must pass each module with at least 40% awarded for the summative assessment.

The Award Assessment Board will make a decision on the classification of the award based on the criteria in the Academic Regulation for the programme.

For students who have studied level 6 modules only (e.g. College students progressing from a Foundation Degree or students who have studied elsewhere), the degree classification will be based on a weighting of 100% of the aggregate mark at level 6.

Classification Band	Aggregate % required
First Class Honours (1)	70.0% and above
Second Class Honours Higher Division (2.1)	60.0% - 69.9%
Second Class Honours Lower Division (2.2)	50.0% - 59.9%
Third Class Honours (3)	40.0% - 49.9%

Further information on College regulations can be found on the Student Portal.

9.4 Assessment Board

At the end of each Academic year an Assessment Board sits to confirm the results of each student and, providing that sufficient credits have been achieved, recommend that an award is granted or that the student may progress through the levels of the programme.

In the event of failure of a particular module, the Board will confirm in writing a date for resubmission, in order for you to be reconsidered for module assessment at the next appropriate Assessment Board.

Your module results are not confirmed until they have been agreed by the Award Assessment Board.

9.5 Appeals

You have the right to appeal against the decision of the Assessment Board. The College will only consider appeals where you can produce evidence that:

- Assessments were not conducted in accordance with the current Assessment Regulations.
- Some other material irregularity, related to assessment, has occurred.
- The mark(s) and/or result published by the College contains grammatical or other errors of fact.
- That there is evidence of prejudice or of bias such that the validity of the result of assessment(s) is called into question.

Your appeal will be considered by the College Appeal Board.

You will be provided with a copy of the Open University appeals and complaints procedure, this can only be used once all College procedures have been exhausted.

9.6 Plagiarism & Cheating

Plagiarism is defined as 'to steal or pass off work (the ideas or words of another) as one's own, and if discovered, will result in disciplinary action in line with the College's regulations. Plagiarism can range from the wholesale copying of an essay to cutting and pasting of sections and their rearrangement interspersed with original comment. The following guidelines will assist you:

1. Do not fall into the trap of thinking that if you rewrite something it is not cheating, even if you "put it into your own words" If you do not fully acknowledge the author, artist, sculptor, photographer *or fellow student* it is plagiarism.
2. Copying and pasting text, images or code from any on-line media, including web sites and "Free" reference material without proper acknowledgement is plagiarism.
3. Taking text, images or code from any printed material, be they books, magazines or instruction manuals without proper acknowledgement is plagiarism.
4. Just changing the text, image or layout without proper acknowledgement is plagiarism. You might feel that by changing a few words or altering someone else's design by changing the colours etc is OK. This is still plagiarism.
5. If you intend to use any media (pictures, paintings, graphics, video, sounds, music or layouts) in a presentation or project then you must acknowledge them otherwise it is plagiarism.
6. All material automatically confers copyright on its creator or employer. In general you may use this material in your project work if you or anyone else does ***not*** profit by it. You should seek permission from the originator and ALWAYS show

your source in your bibliography. You must not pass this off as your own work or attempt to profit by it in any way, remember if you intend to put your work onto a website the whole world has access to it - including the originator of work which is not yours.

7. If you are working as part of a team on a project you may include other student's work as part of the material you present for assessment providing you have their agreement, it is an integrated part of the project and is acknowledged.
8. There are many sources that will provide material for your project work for a fee, this is plagiarism. A grey area is the use of "Clip Art", "Stock photographs", "Java Applets" etc which may be purchased legitimately from commercial sources, all use of this must be fully acknowledged.
9. Work done by parents, friends etc must be declared, if you do not this is plagiarism
10. You must not use work that you previously prepared for another module, course or project. You should talk to your tutor to get his or her opinion. By all means use it as a starting point and include it as part of your research material, but remember to acknowledge it in your bibliography.

Further information on College regulations can be found on the Student Portal.

10 Study Abroad

The College achieved the Erasmus Charter in 2009, which enables the College to instigate contacts and become involved in a variety of projects, including the opportunity for students to undertake part of their study abroad. As and when opportunities become available these will be publicised to student groups.

BA (HONS) DEGREE AWARDS MARKS CRITERIA

These grading criteria have been designed to help in benchmarking grading decisions and to support self and peer evaluation and critique. Each statement should be read in conjunction with the learning outcomes on the assignment brief.

These criteria have been designed to be equally relevant for all stages of your BA (Hons) Degree. However we would expect to see increasingly independent responses and growing technical and conceptual competence as you progress through the programme.

Levels 4 and 5

Banding	Description	% Mark
First	Work of an exceptional quality based on wide-ranging research that is initially tutor-led, but is progressed by substantial self-directed enquiry. There is a very clear insight, understanding and application of taught ideas and content, and a highly developed ability to analyse and synthesise material in visual and written forms. Taught skills demonstrate an exceptional level of competence, and the presentation of work is exemplary.	90%+
	Work of a distinguished quality based on wide-ranging research that is initially tutor led, but is enhanced by self-directed enquiry. There is a clear insight, understanding and application of taught ideas and content, and a very well developed ability to analyse and synthesise material in visual and written forms. Taught skills demonstrate a very high level of competence, and the presentation of work is excellent.	80-89%
	Work of an excellent quality based on wide-ranging research that is initially tutor-led. There is a clear insight, understanding and application of taught ideas and content, and a well developed ability to analyse and synthesise material in visual and written forms. Taught skills demonstrate a high level of competence, and the presentation of work is of a very high standard.	70-79%
2.1	Work that clearly demonstrates all qualities listed below, but which indicates a greater ability to critique, analyse and synthesise and/or demonstrates insight and innovation.	68-69%
	Work of a high quality that is based on tutor and self-directed research. There is a clear understanding of taught ideas and content, and a very sound ability to analyse and synthesise material in visual and written form. Taught skills demonstrate competence and the work is well presented.	63-67%
	Work that contains many of the above qualities, but where the ability to critique, analyse and synthesise and/or insight and innovation is less developed.	60-62%
2.2	Work that contains many of the qualities below, but which contains a greater degree of critical analysis and insight.	58-59%
	Work of a sound quality that is based on mainly tutor led research. There is a sound understanding and application of taught ideas, skills and content appropriate to the subject and to its visual and written representation. Personal practice is reasonably sustained, but needs tutor input. There is a degree of analytical thinking and synthesis. There may be some innovation, but the work tends to be routine and with some lack of insight. The work is reasonably presented and there are no serious omissions or irrelevancies.	53-57%
	Work that demonstrates many of the above qualities, but which contains less analytical thinking and limited insight.	50-52%

Third	Adequate and suitably organised work that demonstrates an acceptable level of the development of taught skills, presentation and analytical work and a satisfactory level of understanding and practical ability.	48-49%
	Work of a basic, but adequate quality and quantity based on limited and heavily directed research. The work is appropriately organised and presented. Work shows a limited ability to select relevant information and there may be some omissions. Personal practice is mainly tutor directed.	43-47%
	Work is of a basic, but acceptable quality, lacking appropriate levels of understanding, presentation and the ability to synthesise information.	40-42%
Fail	Work submitted does not cover the basic requirements of the modules. Elements of the work required may not have been submitted. The work submitted is of a poor quality. There is limited understanding and application of taught ideas, skills and concepts. Presentation is poor. There is limited evidence of research, analysis and integration of ideas.	30-39%
	Work submitted does not cover the basic requirements of the modules. Elements of the work required may not have been submitted. The work submitted is of a very poor quality. There is a very limited understanding and application of taught ideas, skills and concepts. Presentation is very poor. There is very limited evidence of research, analysis and integration of ideas.	20-29%
	Work submitted does not cover the basic requirements of the modules. Elements of the work required may not have been submitted. The work submitted is of an extremely poor quality. There is minimal understanding and application of taught ideas, skills and concepts. Presentation is extremely poor. There is little or no evidence of research, analysis and integration of ideas.	1-19%
	No work submitted.	0

Level 6

Banding	Description	% Mark
First Class	Work of an exceptional quality based on extensive and independent research. There is a very clear insight, understanding and application of ideas, skills and content, mainly from independent study. There is a highly developed ability to critique, analyse and synthesise material in visual and written forms. Skills developed mainly through self-directed study demonstrate an exceptional level of competence and innovation, and the presentation of work is exemplary.	90%+
	Work of a distinguished quality based on extensive and independent research. There is a clear insight, understanding and application of ideas, skills and content, mainly from independent study. There is a very well developed ability to critique, analyse and synthesise material in visual and written forms. Skills developed mainly through self-directed study demonstrate a very high level of competence and innovation, and the presentation of work is excellent.	80-89%
	Work of an excellent quality based on extensive and independent research. There is a clear insight, understanding and application of ideas, skills and content, mainly from independent study. There is a well developed ability to critique, analyse and synthesise material in visual and written forms. Skills developed mainly through self-directed study demonstrate a high level of competence and innovation, and the presentation of work is of a very high standard.	70-79%
2.1	Work that clearly demonstrates all qualities of a 2.1 level, but which indicates greater insight, innovation and critical ability.	68-69%
	Work of a high quality that is based on wide ranged and mainly independent research that demonstrates a clear understanding and application of concepts, methodologies, skills and content appropriate to the subject and to its visual and written representation. There are very sound abilities in the sustaining of personal practice, analytical and/or critical thinking and synthesis. There is evidence of innovation obtained through mainly independent insight. The work is well presented.	63-67%
	Work that contains many of the above qualities, but where the critical judgement is less developed and there is less insight and innovation.	60-62%
2.2	Work of the qualities of a 2.2 but which contains a greater degree of analysis and insight.	58-59%
	Work of a sound quality that is based on appropriate research and demonstrates a sound understanding and application of concepts, methodologies, skills and content appropriate to the subject and to its visual and written representation. Personal practice is reasonably sustained and there is a modest degree of analytical thinking and synthesis. There may be some innovation, but the work tends to be routine. The work is appropriately presented and there are no serious omissions or irrelevancies.	53-57%
	Work which demonstrates many of the above qualities, but which contains less analysis and limited insight.	50-52%

Third	Competent and suitably organised work which demonstrates a reasonable level of the development of concepts and methodologies within independent practice. Work is reasonably presented, but may contain some omissions.	48-49%
	Work is of a basic, adequate quality and quantity, based on limited independent research. The work is appropriately organised and presented. Work shows a limited ability to select and apply information and there may be some omissions. Professional practice is inconsistent and responding to tutor direction.	43-47%
	Work is of adequate quality, but lacks appropriate levels of critical judgement and professional presentation.	40-42%
Fail	Work of a poor quality and limited amount that does not cover the basic requirements of the Level 6 modules. It is characterised by minimal research, a lack of understanding and application of concepts, skills and methodologies, and limited ability to select relevant material. There is little or no evidence of analysis and synthesis, and a high proportion of omissions and irrelevancies. The work is badly presented.	30-39%
	Often there is little or no work submitted. Any work submitted is extremely poor quality and does not cover the basic requirements of the Level 6 modules. There is no evidence of research; visual and written skills are poor, and there is no evidence of understanding of concepts and methodologies, or the ability to analyse and synthesise. Presentation is extremely poor.	1-29%

