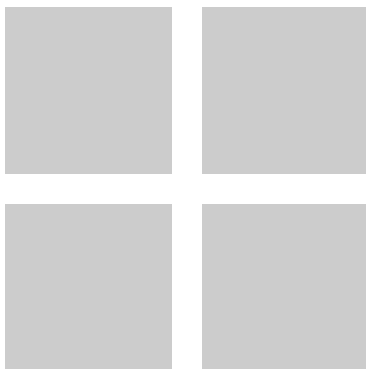
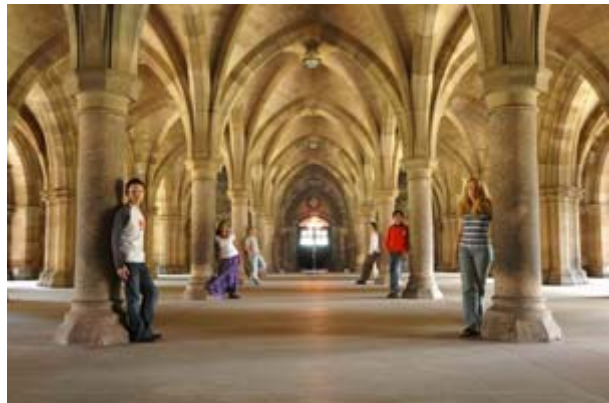


# Student Handbook

## Session 2011/12



University  
of Glasgow

## Student Handbook

### Welcome and Introduction

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Welcome to the Robert Clark Centre for Technological Education as you return to or join the BTechEd and BTechS Technology and Management degree programmes.

University staff are here to help you when you need it but their time is limited. Please make the best use of the many resources and opportunities to learn that are available to you, particularly by attending classes, participating fully in group activities and completing assignments given by your tutors on time. All of the staff associated with the Centre aim to help you develop the knowledge, skills and attitudes that will be useful for your success in the future.

This handbook provides essential information about your degree programme and the Centre, and it also makes suggestions for helping you perform effectively in your studies and assessments.

I wish you an enjoyable and productive academic life.

Dr Jane Magill - Director of the Robert Clark Centre



# University of Glasgow

## About this Handbook

This handbook is intended to provide you with information on a range of items that relate to your study at the university. We hope that you find it useful in supporting you through your degree programme.

We're sure that many questions which are not covered by this handbook will arise during your time at the university and would encourage you to get to know the staff who support your learning and the other agencies that can offer support to you.

Although the handbook can easily be downloaded and printed, it has been designed for electronic use, so that links to other parts of the University website and other documents can be accessed from the online version.

Remember that you should not allow any question which could impinge on your ability to learn to go unanswered. Staff will always be happy to answer any questions to the best of their knowledge, so, if in doubt—ask!

*"Experience is not what happens to you. It is what you do with what happens to you. "*

- Aldous Huxley



# THE ROBERT CLARK CENTRE FOR TECHNOLOGICAL EDUCATION

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## Useful Names and Addresses

### Adviser of Studies

Dr Brian Canavan [brian.canavan@glasgow.ac.uk](mailto:brian.canavan@glasgow.ac.uk) 0141 330 3096  
Dr Jane Magill [jane.magill@glasgow.ac.uk](mailto:jane.magill@glasgow.ac.uk) 0141 330 3093

### Centre Lecturers

Dr Brian Canavan [brian.canavan@glasgow.ac.uk](mailto:brian.canavan@glasgow.ac.uk) 0141 330 3096  
(Programme leader)  
Dr Jane Magill [jane.magill@glasgow.ac.uk](mailto:jane.magill@glasgow.ac.uk) 0141 330 3093

### Technician

Mr Hector Towers [hector.towers@glasgow.ac.uk](mailto:hector.towers@glasgow.ac.uk) 0141 330 1976

### Administrative Officer

Mrs Joyce Scobie [joyce.scobie@glasgow.ac.uk](mailto:joyce.scobie@glasgow.ac.uk) 0141 330 3097

### Other Lecturers /University Teachers

Mr Eddie Mack [eddie.mack@glasgow.ac.uk](mailto:eddie.mack@glasgow.ac.uk) 0141 330 3095  
Mr Robert Doherty [robert.doherty@glasgow.ac.uk](mailto:robert.doherty@glasgow.ac.uk) 0141 330 3091  
Dr Barry Holmes—Elec [barry.holmes@glasgow.ac.uk](mailto:barry.holmes@glasgow.ac.uk) 0141 330 6008  
Dr Fiona Patrick [fiona.patrick@glasgow.ac.uk](mailto:fiona.patrick@glasgow.ac.uk) 0141 330 4429  
Dr George Head [george.head@glasgow.ac.uk](mailto:george.head@glasgow.ac.uk) 0141 330 3048  
Mr Steve Brooks [steven.brooks@glasgow.ac.uk](mailto:steven.brooks@glasgow.ac.uk)

### Staff Contact

Contact with members of academic staff outwith timetabled teaching sessions should be by appointment. Appointments should be arranged with individual members of staff via telephone or e-mail.

*"I hear and I forget. I see  
and I remember. I do and I  
understand."*

- Confucius

### Addresses

#### Robert Clark Centre for Technological Education

School of Education  
University of Glasgow  
11 Eldon Street  
Glasgow G3 6NH

Tel: 0141 330 3097  
Email: [rccenquire@glg.ac.uk](mailto:rccenquire@glg.ac.uk)  
<http://www.gla.ac.uk/rcc/>

#### Cardonald College

Division of Building and Environmental Studies  
690 Mosspark Drive  
Glasgow G52 3AY  
Tel: 0141 272 3333  
<http://www.cardonald.ac.uk>



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## Getting to the University and Cardonald College

### St Andrew's Building

For details on how to get to the St Andrew's Building and other parts of the University of Glasgow campus please follow the link below:

<http://www.gla.ac.uk/about/maps/campus/>

### Cardonald College

For details on how to get to Cardonald College please follow the link below:

<http://www.cardonald.ac.uk/map/>

*"Education makes  
people easy to lead, but  
difficult to drive; easy to  
govern, but impossible  
to enslave."*

- Henry Peter Broughan



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## Semester Dates and Courses

Your term dates will depend upon which degree you are studying. For details of dates and times please consult your timetable and keep an eye on the centre's web-site.

Use this space to add notes regarding your personal timetable.

**For all course related information you should consult the individual course outlines which will be made available to you at the start of each course.**

The university's semester dates can be found at the following Web link:

[http://www.gla.ac.uk/media/media\\_194033\\_en.pdf](http://www.gla.ac.uk/media/media_194033_en.pdf)

## Progression and Admission to Honours

Detailed information regarding all the degree programmes that are taught within the Robert Clark Centre can be found in the university's calendar which can be accessed at the following Web link:

<http://www.gla.ac.uk/services/senateoffice/calendar/calendar2011-12/>

All students are encouraged to spend a little time reading through the regulations associated with your degree programme. It is particularly important that you familiarise yourself with the requirements for progression from year to year and to remain on the Honours degree curriculum.

*"Spoon feeding in the long run teaches us nothing but the shape of the spoon."*

- E. M. Forster



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# THE ROBERT CLARK CENTRE FOR TECHNOLOGICAL EDUCATION

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## The Structure of Your Degree Programme—BTechEd Programme Structure and Rationale

The educational context within which teachers of technology will operate is a developing one characterised by rapid change, increasing accountability to others for their activities, an expanding repertoire of approaches to their pupils' learning and their own teaching and extending professionalism into all aspects of their work. The programme needs to conform to the Standards for Initial Teacher Education. The link below provides further reading on the General Teaching Council for Scotland's (GTCS) Standards for Initial Teacher Education.

<http://www.gtcs.org.uk/standards/standard-initial-teacher-education.aspx>

Students are also required to complete a six-week industrial placement in either year 2 or 3 of the degree.

The programme is designed to prepare teachers of Technological Studies, Graphic Communication, Craft and Design, Practical Craft Skills and Product Design in Scottish Schools, although it is internationally recognised, with graduates teaching in schools across the globe. It is intended that graduates from the programme will,

- from the outset be able to make valuable contributions to technology departments in schools;
- be aware that technology changes constantly and that they will require to have a lifelong capacity to learn;
- meet the challenges arising from the wide and varied needs of pupils across the curriculum in technology;
- be competent in curriculum design;
- be capable of developing and applying technological skills in the school.
- be aware of the capabilities of ICT for the enhancement of pupil learning and to support their teaching.

### BTechEd Programme Specification

The programme specification should provide you with an overview of the degree programme that you are undertaking. A copy of the BTechEd programme specification can be accessed and downloaded by following the link below.

<http://senate.gla.ac.uk/progspecs/BTechEd.pdf>

The structure of the degree programme over the four years is shown below.

Year	Technology Strand	Design Strand	Skills Strand	Education Strand
Year 1	Electricity & Electronics T1	Design T1	Technology Craft Workshops T1	Education T1
		Graphics T1		
	Mathematics T1			
	Teaching Technology T1 (incorporating School Experience)			
Year 2	Intermediate Electricity & Electronics T2	Design T2	Technology Craft Workshops T2	Education T2
	Mechanics T2	Graphics T2		
	Teaching Technology T2 (incorporating School Experience)			
Year 3	Understanding Energy T3	Design T3	Technology Craft Workshops T3	Education T3
	Materials & Processes T3			
	Technology & Society T3	Graphics T3		
	Teaching Technology T3			
	School Experience T3			
Year 4	Final Year Options			Education T4
	Project T4			
	School Experience T4			



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## The Structure of Your Degree Programme

### BTechM Programme Structure and Rationale

This is a four year joint Honours degree programme in Technology and Management, offering a broad base in Technology and an insight into theoretical and practical approaches to Management. You will follow the core technology courses during the first two years and then choose from a range of technology options in year three and four. Management is studied in Years 1 and 2 and a choice of four Honours options are available in years 3 and 4.

Graduates with this degree have gone on to work in a range of industrial and service sectors including retail and finance.

The structure of the degree programme over the four years is shown below.

Year	Technology Strand	Design Strand	Management Strand
Year 1	Electricity & Electronics T1	Design T1	Management 1
		Graphics T1	
	Mathematics T1		
Year 2	Intermediate Electricity & Electronics T2	Design T2	Management 2
	Mechanics T2	Graphics T2	
Year 3	Understanding Energy T3	Design T3	Management Honours Options
	Materials & Processes T3		
	Technology & Society T3	Graphics T3	
Year 4	Final Year Options		Management Honours Options
	Project T4		

## The Structure of Your Degree Programme Continued

### Course Outlines

Each course that you undertake during your degree may be very different in terms of structure, approach to learning and teaching, duration and assessment. A detailed outline of each individual course will be provided to you by the relevant course leader. This document will generally be made available to you at the start of the course and be discussed with you prior to commencement of the course. It will typically outline the aims and learning objectives associated with the course along with reading lists, detail on assignments, deadlines, submissions etc. and how they will be assessed as well as providing you with the requirements for successful completion of the course. It may additionally provide you with various other information such as timetables, resource requirements etc.

Course outlines are normally made available to you via Moodle and may also be given to you in paper format. If you are unsure about the content of any course outline or are unable to locate a copy, please discuss this with the appropriate member of staff.

### Student Course Appraisal/Feedback

Students are asked to complete an end of course evaluation for every course they attend; this provides an opportunity to tell us how you feel about the course. A copy of the evaluation form will be given to you by your course tutor or via Moodle. If you are unhappy about the content or delivery of the course itself, please raise this with your tutor in the first instance, since they may be able to provide a satisfactory explanation or address your concern in a future part of the course.

### Committees with Student Representation

Student participation in the planning and operation of the programme is important. The programme functions via the Programme Staff/Student Committee. Staff-Student Liaison Committees (SSLC) are convened to receive and respond to student feedback in order to enhance the student experience. All students have the right to stand as a representative. If you wish to stand as a SSLC Representative, please contact your Programme Leader. Student representatives are elected on an annual basis. It is recognised that being a student representative is an onerous task, but it provides a valuable service for both staff and students and is also rewarding for the student representatives themselves. All students are asked to consider the possibility of volunteering to represent their year group. There are usually one or two SSLC meetings per semester. Representatives for each year group are expected to attend these meetings.

*"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."*

- Alvin Toffler



## The Structure of Your Degree Programme Continued

### Annual Course Monitoring

Students will also find that at specific programme level they are asked from time to time to engage in evaluation activities, such as the completion of feedback forms at the end of each course. This data shapes programme development as well as enabling the completion of annual programme monitoring reports.

The aim of Annual Monitoring is to encourage reflection on the operation of courses and programmes with a view to maintaining and enhancing quality and standards in teaching and learning. It is carried out by Course Leaders and co-ordinated by School Quality Assurance Officers.

Annual Monitoring is undertaken at the end of each session and is followed by a full reporting process through Schools and Colleges to the Senate of the University with responses being made, as appropriate, at each level. The reporting procedure is designed to ensure that issues arising from monitoring are properly considered and responses provided and to demonstrate that quality and standards are assured.

Further information on the annual course monitoring procedures can be found by following the link below:

<http://www.gla.ac.uk/services/senateoffice/qea/annualmonitoring/>

### The Role of the Board of Examiners

The standard achieved by a candidate in all summative assessments required by a course shall be judged by the relevant Board of Examiners in terms of the candidate's attainment of the stated intended learning outcomes for that course.

Meetings of the Board of Examiners in respect of a particular course or programme shall be formally called and constituted. All Examiners shall be members of the Board of Examiners and shall be invited to all meetings of the Board: the quorum shall comprise the Head of School (or his or her nominee), the Assessment Officer, an Internal Examiner and an External Examiner. Exceptionally, where due cause is shown, if no External Examiner is able to be present then written confirmation of the discharge of the functions of the External Examiner may be considered as equivalent to attendance. No person other than Examiners and others with direct responsibilities for examining and related administrative and clerical matters shall attend or observe meetings of the Board of Examiners. The business of the Board of Examiners shall be minuted and particular records kept of the External Examiner's adjudications, comments and recommendations, as well as particular decisions made by the Board in respect of incomplete assessment, good cause and disciplinary matters.

### The Role of the External Examiner

Standards on your degree programme are rigorously moderated by an External Examiner who is approved by the University of Glasgow. They typically work at another university and have a depth of experience in the kind of course that you are undertaking. Their role is to oversee the work of programme teaching staff, including the monitoring of samples of student work and/or accompanying tutors on School Experience visits. Each year they are required to submit a report to the Principal of the University on the standards that they have observed. These reports are forwarded to the Head of the School, Head of Initial Teacher Education, the Programme Leaders and the Quality Assurance office.

Further information on the role of external examiners can be found at the following link:

<http://www.gla.ac.uk/services/senateoffice/qae/externalexaminers/guidance/>

*"Creativity is a type of learning process where the teacher and pupil are located in the same individual."*

- Arthur Koestler



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## Timetables

Timetables for each year of study can be viewed by accessing the 'BTech General Information for all Years' section of Moodle (log in required).

<http://education.moodle.gla.ac.uk/course/view.php?id=1456>

*"The only person who is educated is the one who has learned how to learn and change."*

- Carl Rogers



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## Using Computers on Campus

### Logging Onto Computers

The following procedure should be followed when logging onto any computer within the university campus:

Your username consists of you registration number+first letter of surname

For example:                   **9965553w**

New students are given a default password which is your date of birth in the form YYMMDD. For example: If your date of birth is 06/09/1982 your password would be: **820906**

**Please note that you should change this password as soon as possible to one of your choosing as your original will expire after a short time. To do this press the following key combination:**

**Control+Alt+Delete** and follow the on-screen instructions for changing your password.

### Your E-mail Account

Your email address is structured as follows:

Matric number+first letter of your surname@student.gla .ac.uk

For example:

If your registration number was **9965553** and your surname was **Williams** your email address would be: **9965553w@student.gla.ac.uk**

You can access your e-mail through the following link: <http://webmail.student.gla.ac.uk>

For further information on the use of computers, e-mail and various other services please follow the links below.

<http://www.gla.ac.uk/services/it/forstudents/>

<http://www.gla.ac.uk/services/it/forstudents/guid/>

For information on printing facilities within the campus and how to obtain printing credits, please follow the link below.

<http://www.gla.ac.uk/services/library/membershipfacilities/accessandfacilities/printcreditfacilities/>

### Logging Onto Moodle

Most course information will be made available to you through Moodle, which is our online learning environment.

1. Open Moodle website (<http://education.moodle.gla.ac.uk/> ).
2. Click on the appropriate degree programme link (e.g. BTech Year 1).
3. Click on course that you wish to enrol for (e.g. Design T1).
4. Insert valid enrolment key. This will be provided to you by the course lecturer.

You should now be enrolled. If you have any further questions regarding Moodle, follow the link below for further support.

<http://education.moodle.gla.ac.uk/mod/resource/view.php?id=4666>

*"I never let schooling interfere with my education."*

- Mark Twain



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## Attendance, Assessment and Submissions

### Attendance

Consistent attendance is vital to your effective completion of your degree. It is therefore important that you attend all lectures for which you are timetabled.

A minimum attendance rate of 80% is required for any course which you are taking. Failure to adhere to this may result in your situation being raised with the Degree Programme Course Committee, who may ask you to attend a monitoring board.

### Absence

The University has a Student Absence Policy which applies to all undergraduate and taught postgraduate students. The policy covers attendance requirements and procedures for reporting absences, whether they are for personal reasons or sickness. All students are advised to familiarise themselves with the policy.

To read the university's policy on absence, please follow the link below.

<http://www.gla.ac.uk/services/registry/students/absence/>

### Assessment

All university course assessment is carried out in accordance with the University's Code of Assessment. The University's policies and procedures on assessment can be viewed by following the link below.

<http://www.gla.ac.uk/services/senateoffice/academic/assessment/>

A student guide to the university's marking system can be downloaded at the link below:

[http://www.gla.ac.uk/media/media\\_106264\\_en.pdf](http://www.gla.ac.uk/media/media_106264_en.pdf)

*"The advantage of a classical education is that it enables you to despise the wealth which it prevents you from achieving."*

- Russell Green

### Submissions

All assignments and coursework submissions should be handed to Joyce Scobie, BTechEd administrator unless stated otherwise by the course lecturer/teacher.

### Standard Penalties for the Late Submission of Coursework

Work should be penalised at the rate of 2 Schedule A 'aggregation points' for each working day (or part day) by which it was submitted after the published deadline. This formula may be applied to a maximum of five working days; work submitted more than five days late should be awarded Grade H.

#### Examples

*Work which is due by 9 am on Monday but is submitted at 10 am the following day will be penalised by 4 points, reducing, for example, a C1 to a D2.*

*Work which is due by 4 pm on Friday but is submitted at 10 am the following Monday will be penalised by 2 points, reducing, for example, a B3 to a C2.*



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## Exemption from late penalties

Penalties will not be applied to late work if the student concerned is able to demonstrate 'good cause'. The regulations governing incomplete assessment and good cause explicitly embrace late coursework; they set out the procedures to be followed, and stipulate the quality of evidence students must submit to support a claim of 'good cause'. The preferred remedy in such cases and where practicable is for the student to be provided with another assessment opportunity, and in many cases this will take the form of a revised deadline by which work should be submitted. These provisions are not new, and they will continue to be available to students who, through illness or other personal circumstances, cannot meet a given deadline.

In addition to 'good cause', there is also some provision for exemption from the standard penalties in that any student who is unable to submit coursework on time, or who anticipates being late, may apply for an extension of the deadline, or exemption from late penalties subject to the following limitations.

- a. Such applications within a single course must be considered consistently by the same member of staff, normally the course convener.
- b. The application will be decided at the discretion of that member of staff but will require that the student concerned has been prevented by circumstances beyond his or her control from submitting the work on time.
- c. The length of extension allowed, or the number of penalties discounted, will be commensurate with the circumstances delaying the student's submission of the work, and will be subject to a limit of three days.
- d. If the student does not apply for an extension, or relief from penalties, until after the submission deadline, the application will normally be granted only where the circumstances preventing the student from submitting on time also prevented an earlier application.

*"Education is not the filling of a bucket, but the lighting of a fire."*

- W.B Yeats

Provision for discretionary, 'lighter touch' disposal of applications in favour of students is therefore confined to three days and the extent to which the integrity of an assessment might possibly be undermined is therefore limited. The fact that one person and only one person on each course should be making these decisions should ensure that the regulations are applied consistently. A student who is unsuccessful in an application for discretionary treatment may apply for consideration under 'good cause' on presentation of supporting evidence.



## Plagiarism and Referencing

### Plagiarism

Plagiarism is essentially copying someone else's work and is regarded as a very serious issue. If you are unsure of what constitutes plagiarism or wish further guidance, please read the University's statement by going to the link below or talk to a member of staff.

<http://www.gla.ac.uk/services/senateoffice/academic/plagiarism/>

You will be required to complete a Declaration of Originality form along with any work that you submit as part of your degree. These can be collected from the BTechEd secretary (Joyce Scobie) in the Undergraduate and ITE Office of the St Andrew's Building.

Turnitin is Web-based software that helps to identify plagiarism in written assignments by matching text to that found in published sources.

<http://www.gla.ac.uk/services/plagiarism/informationforstaff/plagiarismdetectiontools/turnitinsoftware/#d.en.91612>

Turnitin is used widely across the HE sector to prevent plagiarism and, consequently, to protect the quality of degree qualifications. Growth in plagiarism levels has been a cause of concern for the University as a whole and Turnitin is seen as one means of addressing this. Turnitin makes the task of detecting plagiarism easier but, just as importantly, it provides students with an opportunity to identify problems with their work and remedy these before submission.

### Referencing

When you discuss other writers' work in your own written work, it is important that you appropriately reference this work. There are a number of referencing conventions available to the writer, although most people prefer the 'Harvard' referencing system. Further details on referencing good practice and the Harvard as well as other systems can be found on the university's library website by following the link below:

<http://www.gla.ac.uk/services/library/howtofindinformation/findingusinginformation/howtocitereferences/>

Please ensure that you use the Harvard system for any referencing of work unless you are told otherwise.

*"Education is not the filling of a bucket, but the lighting of a fire."*

- W.B Yeats



## Learning Tips

If you have any problems with your learning then you might want to contact your advisor of studies or the Student Learning Service Web site at

<http://www.gla.ac.uk/services/sls/>

Teaching of the highest quality will not help you unless you put in enough work to learn from it: this is your side of the education bargain. Part of the course information is a rough guide to the time that the lecturers expect you to devote to each course outside formal teaching sessions, reading through your lecture notes and textbooks, attempting tutorial sheets, working with computer packages, writing reports on laboratories and assignments, and so on. Mature students may spend more time on their studies than in full time employment. Technology in particular requires many skills that can only be mastered by practice and cannot simply be revised the night before an examination. Here are some tips to help you improve your performance in studying through the year, and in examinations. Courses on Study Skills have been offered throughout the university in the past and you should consider attending these.

## Study Skills

Develop a good note-taking habit. It is important to listen and understand what the lecturer is saying. Copying down every word and what is written on the board may well result in missing the overall concepts, and the essence of what is being said. Later, notes written in this way may prove unhelpful. Use clear abbreviations. If you miss a lecture, copy the notes from a friend. It is more effective to copy them by hand than to photocopy them, because you are forced to read and think about them. Try to read through your notes as soon as possible after a lecture to consolidate the message. You could use a highlighter pen or write a quick summary of the lecture to help you remember.

*"The brighter you are,  
the more you have to  
learn."*

- Don Herold

Technology requires many skills that can only be mastered by practice and cannot simply be revised the night before an examination (We have said this before and will say it again!). Tutorial sheets provide the opportunity to try out your skills and to find out whether you have mastered them. In general you should aim to do all the questions, even though not all may be marked. You will be provided with worked answers some time after the sheet should have been completed. Reading worked examples without first trying the problems yourself is usually a waste of time.

If you are stuck, do not understand a lecture or a problem from a tutorial sheet, try discussing it with a colleague. Both of you will probably learn a lot! Collaboration can be an effective way of solving problems (unless it is forbidden for reasons of assessment). However, copying is not collaboration and you won't learn anything from it. Incidentally, copied work is usually quite obvious when it is marked.

Organise your time effectively. Try following a rigid timetable if you find that you are falling behind. Don't leave assignments to the last day or two, as your work is less likely to be as complete and rigorous as you may like.



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## Study Skills Cont'd

There are many opportunities for you to discuss problems with lecturers, particularly in tutorials and workshops. Make good use of this time! Don't worry that your problem is too trivial to be worth discussing; you may well find that everybody else is stuck on the same thing.

Laboratories and workshops consume a great deal of time, and you should ensure that this time is spent productively. Few classes now require formal reports, unless used as part of a course's continuous assessment; instead the emphasis is on professional laboratory notebooks and worksheets. This should be a neat (but not immaculate!), concise summary of what you did, measured, calculated and deduced. Don't waste time copying a neat version from rough notes taken in the lab this is not appropriate and you will be penalised.

You will get far more out of a laboratory if you understand what is going on. Read through the instruction sheets beforehand. You may also find that you can complete the practical work more quickly and be able to leave early! Please ask a demonstrator if you don't understand what you are doing or why; you will not learn much from following the instruction sheet as if it were a cooking recipe.

Relax! Don't spend all your time studying - take a break. There is more to life, and it will help you study better when you get back down to work again.

## Examination Tips

An important tip concerns the attitude of examiners. Few examiners take delight in failing students: most want to see you pass with flying colours! If you help the examiners, they will do their utmost to find marks for you, but they can't do much with an illegible scrawl with no explanation.

### Before the day

Revision. Whole books have been written on this. Don't leave it to the last minute. Much of engineering involves skills which need to be practised rather than revised. It is no use learning equations by heart if you don't know what they mean and how to use them. Most revision on the night before is wasted. Try to relax instead!

Make sure you know when and where the exam is, and be there on time (e.g. allow extra time in case they cancel your train).

Know what to expect on the paper. How many questions should you answer? How is your choice constrained (3 + 2) or use this information to plan your time in advance. For example, if you have to answer 5 questions in 3 hours, allow 1/2 hour per question with the extra 1/2 hour for reading all of the questions at the beginning and tidying up at the end.

Make sure that you understand words often used in questions like prove, describe, explain, deduce, justify, sketch, concise, hence. They have precise meanings, which you must know!

For further study tips follow the link below.

<http://www.lib.gla.ac.uk/Training/tilt/studyskills.shtml>

*"What we become depends on what we read after all of the professors have finished with us. The greatest university of all is a collection of books."*

- Thomas Carlyle



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## Examination Tips Cont'd—On the day

### Remember your registration card!

Start by reading through the paper and selecting which questions to attempt. Don't just start on Q1 - it is well known that more students do the first questions on the paper, and those at the end are often easier. A good strategy is to attempt the questions in order of increasing difficulty.

Stick to your timetable. If you run out of time on a question, leave it and start another. You can always come back to it later. A perfect answer can't get you any more than 20%, if it is 5 questions per paper.

Read the question carefully and do precisely what it says. This cannot be overemphasised: you will only get marks for doing what you were asked to do. If you are asked to justify or prove something, a simple description won't get you anything. If you are told to list or describe briefly, don't go on for pages. If you are told to use a particular method, do so. Ignoring this is the most common fault.

Keep your answers brief; use lists where possible to save writing. Examiners don't like waffle. Stick to the point. If you are asked to describe the active region of a bipolar transistor, don't ramble on about cut off or saturation. Never cover pages with everything I know about bipolar transistors - examiners hate this and will not give you marks for effort.

You may be given a breakdown of marks for the sections of a question - use them to allocate your effort appropriately.

Work out and explain your strategy before launching into algebra and arithmetic. You will probably get most of the marks even if you mess up the working or run out of time. You won't get anything if the answer is wrong and the examiner can't work out what you were trying to do.

Explain what you are doing. Nobody can follow a page-full of equations without help, especially if something has gone wrong. Help the examiner (and yourself!). Lay your work out neatly, with plenty of space. Start each answer on a new page. Write legibly and in reasonably coherent English. Cross out errors with a single clear stroke - this is faster and neater than white-out fluid, and you might be lucky enough to get the marks if you have crossed out something right!

Engineering quantities have units and a sign, which are just as important as the number itself. Don't forget them! There is a big difference between 3.1 mW and 3.1 MW.

Use diagrams and sketches - wherever possible they are very effective aids to answering questions.

See also The Student Skills Guide by Sue Drew and Rosie Bingham ISBN 0 566 07847 and the Student Learning Service Web site at

<http://www.gla.ac.uk/services/sls/>

*"Education is what survives when what has been learned has been forgotten."*

- B. F. Skinner



# THE ROBERT CLARK CENTRE FOR TECHNOLOGICAL EDUCATION

Part of the School of Education

## Communication and Resources

### Communication with Students

Staff will use email and Moodle to bring information to students' attention. Log on and check your email regularly. There are no excuses for not knowing what is happening.

### Photocopying facilities

Photocopying facilities are provided at various locations around campus including the library and the SRC office. A photocopier is available for student use in room 537 (Students' Common Room) of the St Andrew's building.

### Purchasing Equipment and Books

A number of books and other items of equipment will be required as you progress through your degree. You will be informed about any items that you should purchase by individual teaching staff as and when required, although it is important to stress that some items will be necessary for work that you will carry out off-campus.

*"An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you know and what you don't."*

- Anatole France



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## School and University Regulations

### Health and Safety

In accordance with the provisions of the Health and Safety at Work etc Act 1974 and its associated legislation, the linked document sets out the overall policy of the University of Glasgow towards the health, safety and welfare at work of its employees, students and others who may be affected by its undertakings.

[http://www.gla.ac.uk/media/media\\_151632\\_en.pdf](http://www.gla.ac.uk/media/media_151632_en.pdf)

### Accidents

As a legal requirement all accidents to staff, students or guests should be reported at Reception to the Building Superintendent who will complete a formal Accident/Incident Report Form

### Fire Safety

When the fire alarm sounds, you should ensure you clear your classroom with your students immediately

Become familiar with nearest emergency routes. These are displayed in corridors on each floor. Normally Fire Wardens control each level in the event of an alarm sounding. Remain outside in the designated area on the street until a Fire Officer/Warden informs you it is safe to return to the building.

Fire exits are alarmed and may be used only in case of fire alarm or emergency evacuation.

In case of fire, do not use the lifts in the building.

### Food/Drink

The consumption of food and drink in lecture theatres and laboratories is forbidden.

*"Education is the ability to listen to almost anything without losing your temper or your self-confidence."*

- Robert Frost



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## School and University Regulations Continued

### Ethical Approval for Research in the School of Education.

It is a requirement of the University of Glasgow that all students undertaking research that involves human participants, data or material are required to obtain ethical approval from the appropriate School Ethics Committee **PRIOR** to the commencement of the research.

The School of Education Ethics Committee is responsible for vetting and approving all Ethics applications in the School.

All information required to complete an application to the School Ethics Committee can be found by following the link below.

<http://www.gla.ac.uk/schools/education/research/ethics/>

The ethical design and conduct of your research is an important part of your scholarly development and you should give careful consideration to each of the sections in your application. It is a requirement that your Supervisor co-sign this form and therefore you are strongly recommended to consult with your Supervisor when completing the ethics application form.

You are advised that the approval process normally takes at least four weeks, assuming first time approval. You are therefore encouraged to make your application at least four weeks in advance of your proposed research start date. Please note that research **must not** commence prior to you having ethical approval in writing from the School Ethics Committee. Failure to do so may result in disciplinary procedures being instigated.

*“There are obviously two educations. One should teach us how to make a living and the other how to live.”*

- James Truslow Adams



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## Other Sources of Useful Information

University regulations regarding Matriculation, Examinations, Graduation, etc. can be found on the Web at <http://www.gla.ac.uk/services/registry/students/>

## University Student Services

See <http://www.gla.ac.uk/studentlife/support/> for a list of all student services.

## Effective Learning Advisers

This service is available if you want to develop your academic skills and of course you may only decide to do this once you have started learning. The University has a number of Effective Learning Advisers (ELA) who work with Colleges and Schools, providing study skills advice for specific courses. The Advisers also lead general study skills workshops, open to all registered students on topics such as essay writing, effective reading techniques, note-making skills and preparation for exams. These are free and you don't need to book although places are normally limited to 15 per workshop.

Alternatively you may wish to contact an Effective Learning Adviser for your School directly. You can make an appointment to speak to an Effective Learning Adviser about any learning issue. The Effective Learning Adviser for the School of Education is:

### Dr Carol Collins

Email: [c.collins@admin.gla.ac.uk](mailto:c.collins@admin.gla.ac.uk)

Tel: 0141 330 3485

Web: <http://www.gla.ac.uk/services/sls/youradviser/education/>

*"No one has yet realised  
the wealth of sympathy,  
the kindness and  
generosity hidden in the  
soul of a child. The effort  
of every true education  
should be to unlock that  
treasure."*

- Emma Goldman



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