Programme Specification[1]

1. Programme Title(s) and Code(s):

Programme Title	*UCAS Code*	*GU Code*
Bachelor of Technological Education	H111	H111-2304

2. Academic Session:

2018-19

3. SCQF Level (see Scottish Credit and Qualifications Framework Levels):

10

4. Credits:

480

5. Entrance Requirements:

Highers: AAB/ABBB including English (normally at B) and preferably Mathematics and a technology or science subject.

A-levels: BBB including a technology or science subject and preferably including Mathematics. Plus GCSE English Language and English Literature (Grade A, B or C).

IB: 32 points, including HL English Grade 4 and SL Mathematics Grade 5.

See http://www.gla.ac.uk/undergraduate/degrees/technologicaleducation/

6. ATAS Certificate Requirement (see Academic Technology Approval Scheme):

ATAS Certificate not required

7. Attendance Type:

Full Time

8. Programme Aims:

[1] This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at www.gla.ac.uk/

The accuracy of the information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.

The programme is designed to prepare qualified teachers of technical subjects; capable of teaching and supporting learning across aspects of the technologies curriculum with a particular focus on secondary education in Scotland. This aim incorporates all the standards (benchmarks) for Initial Teacher Education (ITE).

9. Intended Learning Outcomes of Programme:

By the end of this programme students will be able to:

Knowledge and Understanding:

Have a foundational knowledge and understanding of mechanics, electricity and electronics, materials and processes, technical graphics and computer applications, design, education and the pedagogy of technological education;

Skills and Other Attributes:

Be prepared to teach technical subjects and required aspects of Scotland's technologies curriculum.

Meet the challenges arising from the wide and varied needs of pupils across the range of the secondary curriculum in technology;

Be able to make valuable contributions to the work of technology departments in schools;

Be equipped with a foundation from which to undertake curriculum development.

Be aware of the continuous nature of technological change and have developed a capacity for lifelong learning.

By the end of this programme students will be able to:

Subject-specific/practical skills

Be capable of developing and applying a range of technological skills;

Utilise a range of craft skills working in materials including metal, timber and plastics;

Design and develop solutions to a range of contextualised problems.

Be aware of the capabilities of ICT for the enhancement of pupil learning and for the development of teaching.

Intellectual skills

Utilise a capacity for independent learning;

Have the ability to define and develop creative responses to problems;

Demonstrate ability to search for and handle information from across a range of sources;

Have the ability to interpret, synthesise and evaluate critically data drawn from a range of sources.

Transferable/key skills

Demonstrate a capacity for autonomous learning, including the ability to review literature, set and solve problems, process research data by reading critically and analytically;

Demonstrate originality and creativity in the application of knowledge and understanding;

Meet deadlines and to plan and execute a significant research project using a range of materials and relevant methodological approaches;

Present materials coherently in written form, with clear use of language, professional referencing and use of tables, diagrams and graphics where appropriate;

Communicate effectively with audiences at different levels (peer group, academic staff) and present materials orally in a clear manner, using audio-visual aids where appropriate;

Work flexibly and constructively in groups including the ability to answer questions on their work and to give and receive constructive criticism;

Confidently use a wide range of IT resources, including word processing, email, database and spreadsheet packages; they should also have the ability to use and evaluate internet sites perceptively and responsibly.

10. Typical Learning and Teaching Approaches:

Students will experience a variety of learning and teaching techniques, such as:-

classroom discussions; email conferencing; laboratories; lectures; staff seminars; student seminars; tutor supported CAL; tutorials; workshops; craft practice; drawing; student centred learning; flexible learning; industrial visits; industrial placement; individual and group projects; project based learning; learning contracts; peer teaching; problem solving; resource based learning; student produced CA; school experience; reflective

practice; web-based learning; use of the on-line learning environment (moodle).

11. Typical Assessment Methods:

A variety of assessment methods are used throughout the degree programme including both formal and informal feedback. Students will encounter the following:-

formal exercises; folio of work; written assignments; logs and/or diaries; reflective journals; end-of-course tests; short rapid feedback formative tests; design of an artefact; production of an artefact; formal written degree examinations; log or assignment based on industry placement; oral presentations; presentation of seminar papers; discussion/viva with tutor; research exercise; project report; peer assessment; computer aided assessment; school experience record or workbook; report of observation in school by tutor; report of observation by class teacher; assignment linked to the university course; assignment linked to school experience; log or diary of reading undertaken; interview with tutors and with school staff.

12. Programme Structure and Features:

Year 1
Electricity & Electronics T1
Mathematics T1
Technology Craft Workshops T1
Graphics T1
Design T1
Teacher Education 1
School Experience T1
Integrating Technology T1

Year 2
Intermediate Electricity & Electronics T2
Mechanics T2
Graphics T2
Design & Integrating Technology T2
Technology Craft Workshops T2
Teacher Education 2
School Experience T2

Year 3
Understanding Energy T3
Materials & Processes T3
Technology, Industry & Society T3
Graphics T3
Design & Integrating Technology T3
Technology Craft Workshops
Teacher Education 3
School Experience T3

Year 4
Project T4
Education Options
Teacher Education 4
School Experience T4
Subject Specialism T4

Regulations

This programme will be governed by the relevant regulations published in the University Calendar. These regulations include the requirements in relation to:

(a) Award of the degree
(b) Progress
(c) Early exit awards

13. Programme Accredited By:

General Teaching Council for Scotland.

14. Location(s):

Glasgow

15. College:

College of Social Sciences

16. Lead School/Institute:

Education [REG40200000]

17. Is this programme collaborative with another institution:

Select...

18. Awarding Institution(s):

University of Glasgow

19. Teaching Institution(s):

20. Language of Instruction:

English

21. Language of Assessment:

English

22. Relevant QAA Subject Benchmark Statements (see Quality Assurance Agency for Higher Education) and Other External or Internal Reference Points:

The benchmark statements for qualifying awards for professions in Scotland have been developed and published jointly by QAA, the relevant professional body and the Scottish Government.

http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Scottish-subject-benchmark-statement---The-Standard-for-Initial-Teacher-Education.aspx

23. Additional Relevant Information (if applicable):

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such LEADS (www.gla.ac.uk/myglasgow/leads/), Counselling & Psychological Services (www.gla.ac.uk/services/counselling/), the Disability Service (www.gla.ac.uk/services/studentdisability/) and the Careers Service (www.gla.ac.uk/services/careers/).

Most of the teaching takes place in the St Andrew's Building in the University of Glasgow where the degree is based in a dedicated Technology laboratory. The lab contains IT facilities, a smartboard, electronics systems, drawing equipment etc., along with access to A3 colour printers and a state of the art 3-D printer and prototyper.

Students will be allocated an adviser of studies when joining the degrees. Students are encouraged to take responsibility for their own learning from an early stage in their degree and most of the course material is posted on the School of Education on-line learning environment (moodle) which is actively used by all members of staff for delivering information, communicating with students and encouraging students to take part in on-line reflection. Glasgow University Library (holding more than 1.25 million volumes) is also available to all students and they are actively encouraged to make use of this excellent learning resource. If students require help with any part of their learning they may contact the Faculty effective learning adviser (http://www.gla.ac.uk/services/tls/sls/effective/) for assistance.

All courses are evaluated on an on-going basis both as a Quality Assurance requirement but also to inform our teaching. Many of the staff are actively involved in educational research with a view to continually improve the students learning environment and thus provide students with the best possible learning experience. There is a staff/student liaison committee which allows students to raise issues of importance for them and bring it to the attention lecturers on the programme.

This degree provides majority of the teachers of technology for Scottish schools who have completed a four year undergraduate programme. The graduates of the Bachelor of Technological Education are highly regarded out in the field and their employment record is excellent. Most graduates find full time permanent positions fairly quickly after completion of the Induction year for probationary teachers.

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as the Effective Learning Adviser located in the Student Learning Service (http://www.gla.ac.uk/services/tls/sls/), the Student Counselling and Advisory Service (http://www.gla.ac.uk/services/counselling/), the Student Disability Service (http://www.gla.ac.uk/services/studentdisability/) and the Careers Service (http://www.gla.ac.uk/services/careers/).

24. Online Learning:

No

25. Date of approval:	