



**SCHOOL OF  
EDUCATION  
AND LIFELONG  
LEARNING**

# **BA EDUCATION STUDENT HANDBOOK**



## School of Education and Lifelong Learning

Welcome to the School of Education and Lifelong Learning at UEA. My colleagues and I will do our very best to ensure that you have a stimulating and rewarding time here. It is our intention that you will leave us not only with the skills to succeed in your future career, but with the capacity to look beyond this to far broader intellectual horizons.



We hope you will enjoy being a student with us and that you will take full advantage of studying in a School which is a leading centre for research and teaching in education, both nationally and internationally. There will also be plenty of activities across the University as a whole in which to participate. This is an opportunity for you to grow, and to develop your knowledge and skills in relation to your chosen course. We trust this experience will enable you to either graduate and enter employment or continue on to postgraduate studies. You will meet many of my academic colleagues over the coming days and weeks – these include your personal adviser with whom you can meet regularly to discuss your progress and needs.

This guidance is designed to give you information about the BA Education. The information contained in the following pages will often direct you to where full details and information is published and you are expected to make yourself familiar with the regulations and requirements of your course as directed. Information will also be passed on to you through other means, either individually in writing via email or notices to your pigeonholes, or through official notices on School Noticeboards, or via the University Portal. You must therefore check these sources regularly to ensure that you are up to date with all information that you need to know. Any changes to the procedures and regulations governing your course of study will be notified to you in one of these ways.

On a personal note I wish you every success in all your endeavours for the coming year and look forward to the opportunity of meeting you in person soon.

**You should keep this guidance safe and accessible for reference purposes.**

Professor Richard Andrews  
Head of the School of Education and Lifelong Learning  
September 2019

## BA Education

Welcome to the BA Education course for September 2019. I am delighted you have joined us for what I hope will be a rewarding, intellectually stimulating and enjoyable experience as a UEA Undergraduate student.

I am extremely proud to work here on campus at the School of Education and Lifelong Learning, having joined the University as a Lecturer in Education following a career in schools, most recently as a Headteacher in Norfolk. I hope you soon become equally as proud to represent UEA on campus and externally in your academic and professional capacities.

Our experienced teaching team have a wide range of expertise in the academic and professional areas of the course and are engaged in world leading research and consultancy that they will be able to share with you through the delivery of their respective modules. We ask that you engage, question, challenge and be intrigued by the academic areas that you will master.

If you have any questions please do make contact with myself or your academic advisor, and we will point you in the right direction.



Miriam Jones  
Course Director  
September 2019

# 1. General Information

## EDU Academic Team

The School of Education has a **Head of School** who is responsible for the academic and strategic management of the School. Your School provides a range of academic courses, leading to an award of the University of East Anglia. Each course has a **Course Director** who is responsible for the management of the course, and the BA Education has a Course Director. The school has a **Senior Adviser**, who is responsible for the management of the Student Advising System and a **Director of Teaching and Learning** who is responsible for the academic quality of courses within the School. The School also has a designated **School Manager** with administrative responsibility.

Head of School	Professor Richard Andrews
Course Director	Mrs Miriam Jones
Senior Adviser	Professor Nalini Boodhoo
Director of Teaching & Learning	Dr Rebecca Westrup
School Manager	Dr Jane English

## EDU Administration Team

<b>EDU Head of School's Secretary</b>	
Kajsa Berg	<a href="mailto:K.Berg@uea.ac.uk">K.Berg@uea.ac.uk</a> 01603 592853

The above members of staff are located in the School of Education and Lifelong Learning

<b>Course Administrative Assistants</b>	
Nina Coe/Steph Greenacre	<a href="mailto:hub.ug.edu@uea.ac.uk">hub.ug.edu@uea.ac.uk</a> 01603 592087/597484
<b>Team Leader</b>	
Jeff Davison	<a href="mailto:j.davison@uea.ac.uk">j.davison@uea.ac.uk</a> 01603 597557
<b>Learning &amp; Teaching Co-ordinator</b>	
Carole Bull	<a href="mailto:hub.ug.edu@uea.ac.uk">hub.ug.edu@uea.ac.uk</a> 01603 593217

The above members of staff are located in the Learning & Teaching Services Hub in the Zicer Building, and will be your main points of contact.

## EDU Student Hub Opening Hours

The ZICER Learning & Teaching Services Hub is open Monday to Friday from 0800–1800 hours. Tel: 01603 597581 Email: [hub.zicerenquiries@uea.ac.uk](mailto:hub.zicerenquiries@uea.ac.uk).

**NOTE: the address for correspondence to the School's administrators is:**

School of Education and Lifelong Learning  
Learning and Teaching Services Hub Office  
ZICER Building  
University of East Anglia  
Norwich Research Park, Norwich NR4 7TJ

Term Dates (named SITS weeks and calendar) can be found on the University website. Full time students are expected to be on site and available throughout term time, Monday –Friday, 9:00 – 17:00. Your timetable will be available via your evision portal from the start of each semester at the latest (usually the start of the academic year). Student must request an authorised absence via the Learning and Teaching Service.

## 2. BA Education

### Aims and Objectives

The BA (Hons) Education is a degree programme introducing students to an intellectually rigorous study of educational processes and the cultural, economic and political contexts within which they are located. The course will provide students with opportunities to acquire knowledge about learning, teaching and assessment in a range of educational contexts as well as opportunities to engage in critical reflection and debate and to undertake their own structured enquiries into educational issues. The degree has been designed as a coherent programme of study which draws on contemporary research and other relevant educational literature, but also on structured engagement with a range of educational settings, including schools, early year's settings, museums, galleries and other informal educational environments. **Breadth** is secured from the outset through the three broad core components in the first year (level 4). These core modules begin with general surveys of education practice and the relationship between teaching, learning and assessment. In the second and third years (level 5 and 6), core compulsory modules and optional modules become progressively more detailed and sophisticated. **Depth** is secured by giving students the choice of a placement experience in the second year and the completion of an individual dissertation project (compulsory in the final year).

This degree programme introduces students to the academic study of education and education settings, and a distinctive feature is a concern with generating insight by relating research-based knowledge to practice in real-life settings. Some students will choose to undertake a structured placement as part of their level five experience, and all will engage in a dissertation enquiry based in an education setting at level six. We also anticipate that encounters with practice in a variety of settings will feature in most modules.

The BA (Hons) Education aims to provide opportunities to explore a range of fundamental issues relating to education, from theoretical debates around the ways in which individuals learn, to issues of government policy on the provision and structure of education both within the English education system and around the world.

- The core of the degree is provided by an examination of the relationships between teaching, learning and assessment. We anticipate that as a result of undertaking this programme, students will develop a sophisticated understanding of the complex relationships between what is taught, what is learnt, and how what is learnt is assessed.
- A key principle on which the degree is based is the insight that, in understanding education, it is necessary to simultaneously engage with both research based knowledge and practice. An interaction between research and practice runs through the degree.
- Although the degree is grounded in the experience of the English education system, explicit attention is given to education as a cultural phenomenon in different, including international, settings. We anticipate that students who

have undertaken this programme will achieve a broad understanding of education.

- A distinctive feature of the course is the option of a placement at level five and a dissertation enquiry at level six, allowing the student to demonstrate how a practical placement and academic study inform one another, and allowing for the development of a clearer understanding of an educational issue.

Please note that students who choose to undertake a placement in Year 2, and/or visit an educational institution for their dissertation project, may be subject to a Disclosure and Barring Service (DBS) check - this will be done through the UEA at a cost to the student.

## Learning Outcomes

<b>Knowledge and understanding</b>	<b>Teaching/learning methods and strategies</b>
<p><b>A</b> Identify and describe underlying principles and approaches in the study of Education.</p> <p><b>B</b> Identify comparative approaches to the structure and practice of Education in different cultural settings.</p> <p><b>C</b> Understand different relationships between teaching, learning and assessment.</p> <p><b>D</b> Understand the relationships between institutional practices and learning trajectories in different educational settings.</p> <p><b>E</b> Develop an in depth understanding of either patterns of cognitive and language development in educational settings, or the relationship between learners and learning in conventional educational settings.</p> <p><b>F</b> Develop critical understanding of the workings of educational institutions in relation to the society in which they are sited.</p> <p><b>G</b> Develop the ability to plan, conduct and complete independent education enquiries.</p>	<p>In all modules acquisition of knowledge and understanding is gained through a range of contact, including structured lectures, workshops and seminars, and external visits.</p> <p>Material on The Portal will be used to support student learning. Group exercises and presentations ensure that students gain both experience and an understanding of teamwork. The placement (optional) and dissertation (compulsory) enable students to apply theory to real, practical situations. Independent study is encouraged and is supported by formal lectures, workshops and tutorial sessions. Additional support is provided by self-access facilities for ICT in the library.</p> <p><b>Assessment</b> Formal evaluation of knowledge and understanding is through, assessed coursework such as reports, essays, portfolios and presentations, and projects based on individual and/or group research.</p>

<b>Cognitive Skills</b>	<b>Teaching/learning methods and strategies</b>
<p><b>A</b> Develop the ability to analyse complex data and to present coherent reports.</p> <p><b>B</b> Develop the ability to construct reasoned evidence based arguments.</p> <p><b>C</b> Develop abilities in critical analysis of both theories and education practices.</p> <p><b>D</b> Develop skills in working independently and as part of a group.</p> <p><b>E</b> Develop appropriate skills in academic writing.</p> <p><b>F</b> Develop the ability to think creatively and strategically in relation to complex issues.</p> <p><b>G</b> Develop the ability to engage in critical reflection on one's own intellectual processes.</p>	<p>Cognitive skills are developed through the teaching and learning strategies described above. All modules emphasise an enquiry based approach to student learning with extensive discussion, reflection and feedback. A key feature of the degree is the focus on linking University-based teaching to practical contexts.</p> <p>→</p> <p><b>Assessment</b> Cognitive skills are assessed throughout the programme. There is explicit assessment in, reports and essays. The level six project provides an opportunity for students to draw together their learning across the degree in the conduct of a sustained piece of individual research.</p>

<p><b>Subject Specific Practical Skills</b></p> <p><b>A</b> Develop the ability to communicate effectively in a range of learning environments.</p> <p><b>B</b> Develop the ability to search for, select, interpret and make effective use of information from a variety of sources and report the results in verbal or written form.</p> <p><b>C</b> Demonstrate the ability to learn from placements and make use of this learning in other contexts.</p> <p><b>D</b> Develop the ability to take increasing responsibility for one's own learning, to reflect on this learning, and to make active use of such reflection.</p> <p><b>E</b> To make appropriate and extensive use of information and communication technologies in supporting learning.</p> <p><b>F</b> Develop the ability to deploy a range of education research methodologies in support of one's own learning.</p>	<p><b>Teaching/Learning methods and strategies</b></p> <p>Subject specific practical skills are developed throughout the programme. Modules at level four introduce students to core skills and core ideas, which are elaborated at levels five and six. Progression is achieved through an increased focus on individuation of experience and greater sophistication of concepts. Students are encouraged to make active connections between different parts of their programme so that they become progressively more adept, independent learners.</p> <p><b>Assessment</b></p> <p>The acquisition of practical skills is assessed through essays, reports and individual presentations.</p>
--	--

<b>Key Skills and Attributes</b>	<b>Teaching/Learning methods and strategies</b>
<p><b>A</b> Development of study skills, including ICT proficiency.</p> <p><b>B</b> Development of skills in locating and evaluating information sources.</p> <p><b>C</b> Develop the ability to write in a range of registers for a range of audiences.</p> <p><b>D</b> Develop the ability to work with others, plan programmes of work and meet deadlines.</p> <p><b>E</b> Develop the ability to reflect on one's own abilities and progress.</p> <p><b>F</b> Develop the ability to learn in a range of contexts.</p>	<p>The degree adopts a carefully planned approach to supporting the development of transferable skills. Modules at level four (EDUB40006Y, EDUB4007Y and EDUB4008Y) are effectively introductory modules which → introduce the discipline and consider approaches to learning. The level five placement module supports students explicitly in learning from experience with greater focus on independence. The level six dissertation module provides extensive support for independent enquiry in the final year of the degree.</p> <p><b>Assessment</b> Study skills, information skills and academic writing skills are developed progressively, through assessment of students' written work throughout the degree. The ability to work with others and to reflect on one's own learning is developed particularly in EDUB5002Y and EDUB6001Y. Across the whole degree students will need to demonstrate the ability to learn in a range of contexts.</p>

**Students should also be able to:**

- identify and use relevant sources of information;
- analyse, interpret and represent information and data;
- develop reflective, critical, creative, and conceptual ways of thinking;
- demonstrate and communicate their understanding using methods appropriate to the course objectives;
- participate in discussion and debate in an appropriate manner;
- reflect on and develop confidence in their understanding and learning abilities;
- employ study skills appropriate to the subject or area of study;
- engage with original research.

### 3. Course Structure

<b>Level 4</b>	<p><b>Compulsory and Optional Modules (subject to change)</b></p> <p><b><u>Compulsory Modules</u> (120 UCU)</b></p> <p><b>EDUB4006Y Year</b> Academic Development in Education (40 UCU)</p> <p><b>EDUB4007Y Year</b> Educational Theory and Practice (40 UCU)</p> <p><b>EDUB4008Y Year</b> Global and Digital Perspectives in Education (40 UCU)</p>	<p>All Level 4 modules are Core modules</p> <p><b>Exit Award:</b></p> <p>Certificate of Higher Education on successful completion of all Level 4 Modules</p>
----------------	--	--

**Compulsory and Optional Modules**

**Compulsory Modules (60 UCU)**

**EDUB5012A Autumn Semester**  
Educational Psychology (20 UCU)

**EDUB5002Y Year Long**  
Research/ Learning from Experience (40UCU)  
Please note that students' attendance on placement will be monitored

**Option Block Modules (60 UCU)**

**Autumn Semester**

**EDUB5001A**  
What Is Teaching? The Teacher's Role and Practice in Different Settings (20 UCU)

**EDUB5013A**  
Childhood, Youth and Transitions (20 UCU)

**Spring Semester**

**EDUB5004B**  
Environmental Education and Outdoor Learning (20 UCU)

**EDUB5015B**  
Children and Special Educational Needs and Disability (20 UCU)

**EDUB5018B**  
Teaching English as a Second Language (20 UCU)

**Electives:**

**One from other UEA defined choice in the Autumn or Spring Semester.**

Pre-requisite(s)  
Level 4 Modules

**Exit Award:**  
Diploma of Higher Education on successful completion of Level 5 Modules and minimum of 240 credits

<b>Level 6</b>	<p><b>Compulsory and Optional Modules</b></p> <p><b><u>Compulsory Module (40 UCU)</u></b>  <b>EDUB6001Y Year</b>  Dissertation (40 UCU)</p> <p><b><u>Option Modules (80 UCU)</u></b></p> <p><b>Autumn Semester</b></p> <p><b>EDUB6003A</b>  Social Construction of Childhood (20 UCU)</p> <p><b>EDUB6006A</b>  Children, Teachers and Mathematics (20 UCU)</p> <p><b>EDUB6016A</b>  Motivation in Education (20UCU)</p> <p><b>Spring Semester</b></p> <p><b>EDUB6002B</b>  Media, Culture &amp; Learning (20 UCU)</p> <p><b>EDUB6004B</b>  Creativity &amp; Learning (20 UCU)</p> <p><b>EDUB6012B</b>  Debates, Controversies and Politics in Modern Education (20UCU)</p> <p><b><u>Electives:</u></b></p> <p><b>One from other UEA defined choice in the Autumn or Spring semester.</b></p>	<p><b>List pre- and/or co-requisites and any professional body requirements</b></p> <p>Pre-requisite(s)  Level 5 Modules</p> <p><b>Exit Award:</b>  Degree BA (Hons)  completion of Level 6 Modules and minimum of 360 credits</p>
----------------	--	--

Full module information can be accessed via eVision as follows:

- Within the Module and Course information section, select Course Profiles
- Select 'Education and Lifelong Learning' for the school and the current academic year.
- Select your course from the list and select Profile (on the right hand side)
- To view module information click on the module code (left hand side)
- Within the module outline there is a 'Module description' section.
- Within this section select 'additional module details'

- This will take you to a 'general information' page where there are tabs to select along the top to select from learning outcomes to assessment details and so on.

Information about learning and teaching will be provided in the taught sessions – this will enhance your knowledge, understanding and experience of the modules.

### Social media

We know that social media is a large part of many of our students' lives and many cohorts develop Facebook pages, WhatsApp groups, and share pictures on Instagram and Snapchat. We also know that this can help form friendship groups and to communicate between year groups about assessments or other events. We would want to encourage this aspect of your student experience. **We do, however, operate within specific guidelines that all staff and students need to be aware of and abide by in order to avoid any potential safeguarding or harassment/bullying incidents.**

Full details are here

<https://lred.uea.ac.uk/documents/6207125/6816233/Bullying+and+Harassment+Policy+2016+Final.pdf/62c38f68-dbb8-4ee4-8439-4810c5f9bee5> but the main considerations for students are:

- **Do not use any form of photography, video or audio recording in spaces that have an existing social media policy where issues regarding safeguarding of younger people are particularly relevant e.g. The SportsPark, school sites or other professional bodies. When in these environments you should follow the guidance given by your tutor/lecturer.**
- **Under no circumstances should you be accessing and using your mobile devices or other sources of equipment that are capable of photographic/video/audio recording whilst undertaking modules unless there is an explicit indication of that need from your tutor/lecturer e.g. in the process of analysing a performance. [We do know that some of you will use these devices for note taking and this is fine.]**
- **Ultimately, students should not be taking pictures, video or voice recordings of anyone who has not agreed to this explicitly – that means an active consent to that process happening and an awareness of where that image etc. may be posted to.**
- **Please just consider whether you would want someone to take a picture, video or audio recording of you without your explicit consent and be mindful of how others may feel.**
- Students who fail to comply with these guidelines will discuss their behaviour with the Course Director and steps may be taken to implement student misconduct procedures. We have a zero tolerance for the inappropriate use of social media.
- With the growth of employer led social media searches in this sector, as a UEA student we ask that your social media presence is professional if public and that you consider the course you are representing in high regard whilst operating online. The ultimate question is 'would you say that to your employer?'

## Coursework and Assessment

The purpose of assessment is to:

- help students get the most out of the course;
- help students develop their critical faculties;
- develop students' key subject and transferable skills;
- ensure that real learning has taken place on an individual basis;
- enhance understanding of the subject in question;
- help tutors contribute to the student's learning through a process of sympathetic and constructive criticism of the student's work;
- build confidence;

...and also to

- facilitate the successful achievement of credits and the award of the degree.

A variety of different modes of assessment are used. These will vary from module to module, but are likely to include:

- individual learning logs
- critical reflective journals
- reflective reports
- essays
- research projects
- bibliographical search exercises
- oral presentations (individually or in small groups)
- class tests
- skills-based exercises
- problem-solving exercises

In some assignments there will be an element of negotiation. This allows students and tutors to construct assessments which reflect the interests of the student whilst enabling them to demonstrate the achievement of key learning outcomes. Experience has shown that students' value being able to influence the assessment process in this way and it helps them to achieve their potential.

## Guidelines for Assessment

All coursework marks are expressed in numerical percentages. The Senate Scale Classifications (see the University Student Handbook at <https://intranet.uea.ac.uk/learningandteaching/coursework>) shows how numerical grades relate to class of performance and gives some of the criteria used in the determination of grades.

## Teaching and Learning

Teaching and learning methods vary widely within the programme. Teaching methods include lectures, seminar sessions, tutorials, group discussions, practical workshops, group visits to key educational settings, student-led presentations, team-working and writing exercises. Guided, self-directed student learning is essential and will be supported by a range of resources, including a dedicated Portal site.

Tutors who are experts in their respective fields teach the modules in our course. A range of teaching materials may be employed, including PowerPoint slides, class handouts, DVDs, and Multi/Social Media. Students will be given guided reading before and during the module and will be expected to undertake preparatory reading in advance of class sessions and in relation to coursework. Whilst some coursework will be completed individually, some may involve close collaboration and co-operation between members of the group.

## Additional Opportunities

### Group Visits to Educational Settings

Some modules include group visits to key educational settings and providers (e.g. to museums, galleries, schools, adult education centres, BBC, guidance & advice centres). These will enable students to apply the knowledge and skills they have developed during the course. The number of field excursions or group visits will be indicated in your module syllabus.

### Tutorials

Opportunities for tutorial sessions (one-to-one guidance sessions) are built into the structure of each module. These provide opportunities for you to engage in a dialogue with your tutor(s) and to discuss expectations and concerns, to receive guidance on study skills and also the techniques required to tackle assignments. They also allow for a more detailed review of assignments submitted. If additional help is needed, this may be arranged between the individual student and their academic adviser or Course Director. It is an expectation that each student will attend at least two tutorial sessions with the academic adviser each Semester.

### The Portal

The Portal is the site where all the material relevant to the modules you are taking will be posted. For information on how to access your own portal site please visit <http://www.uea.ac.uk/is/blackboard>. When you log in with your UEA username and passport you will be able to see a link for each module you are taking, plus a link for a general BA Education site where all the course information (such as handbooks, timetables, forms etc.) will be posted. **You are expected to check the Portal site and your UEA email every 48 hours at least.** It is here that your lectures and tutors will post information about the modules, reading, description of activities for the seminars, and other important information.

### Careers and Employability

A comprehensive Careers and Employability programme has been developed aimed to help you explore a wide range of possible careers linked to your degree. In addition to the timetabled presentations delivered by the Careers Adviser linked with

the School of Education and Lifelong Learning, there will be opportunities to attend career events.

### **Research Ethics and Data Protection**

Any student undertaking a research project (as part of an individual module or for their final year Dissertation project) has to gain ethical approval from the School of Education and Lifelong Learning Research Ethics Committee (EDU REC). Students must submit an ethics application and any relevant other documents e.g. Participant Information and Consent Forms to EDU REC for approval. Students must not begin data generation until EDU REC has cleared the application. The Research Ethics page of the EDU website also provides templates and exemplars to help you develop the correct forms for your project:  
<https://www.uea.ac.uk/education/research/research-ethics>

Failure to follow the ethical guidelines as set out by EDU REC could result in an investigation of possible misconduct and potential disciplinary procedures. Do not start any data collection until you have confirmed ethical approval for your project.

Approval by the EDU REC should not be taken as evidence that your study is compliant with GDPR and the Data Protection Act 2018. If you need guidance on how to make your study GDPR compliant, please contact your institution's Data Protection Officer.

For more detail on this please see the following guidance notes:

- Section 15 (Misconduct in Research and Research Ethics) of the General Regulations for Students (<https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+General+Regulations+for+Students.pdf>)
- University's Research Integrity webpages (<https://portal.uea.ac.uk/rin/research-integrity>) and in particular the University's Research Ethics Policy.

## **Presentation of Coursework and Referencing**

### **Presentation of Coursework**

#### **Word-processing**

**One copy of each piece of written work should be submitted.** All work should be submitted in typescript or computer-generated form. As a registered University student you are eligible to use the facilities of the IT services at UEA, including the Help Desk service which can assist or provide advice about word-processing packages and all forms of computer software and hardware. Most modern packages can provide a very high standard of presentation. See <https://www.uea.ac.uk/learningandteaching/students/gettingstarted/handbooks> about handing in coursework.

## Pagination

- Completed work should have properly numbered pages with text on one side of the page (the facing page) only. Illustrations, tables, graphs etc. should be properly integrated within the sequence of pagination if this is possible.
- Page numbers should be placed at the lower right corner or centre bottom of each page.

## Title page

Each piece of coursework should carry the following information:

- Your student number (but NOT your name) in the header on each page;
- The exact title of the assignment;
- The title of the module you are handing in i.e. EDUB4006Y;
- The name of your School: i.e. School of Education and Lifelong Learning (EDU)
- The name of the module tutor in the footer of each page.

Please keep within the word limit assigned for the essay! Going over the word limit by more than 10% carries penalties to your mark. See also <https://www.uea.ac.uk/learningandteaching/gettingstarted/handbooks>.

## Referencing

We expect you to use the Harvard style for any references you include in the body of the text and in the Reference list you present at the end of the assignment. The following sections provide an initial guide to this system but you may need to consult your tutor if you have queries about sources not covered here. This guidance is divided into two distinct sections – referencing within the text and the reference list at the end.

**More detailed information on the Harvard referencing system can be found at:**

[https://intranet.uea.ac.uk/services/students/let/study\\_resources/academic\\_writing\\_study\\_skills](https://intranet.uea.ac.uk/services/students/let/study_resources/academic_writing_study_skills)

## References in the body of the text

You must acknowledge all the references you use in your text. Plagiarism is a serious matter and if confirmed will result in a FAIL grade. If, having read the University Policy on Plagiarism and Collusion ([http://www.uea.ac.uk/calendar/section3/regs\(gen\)/plagandcoll](http://www.uea.ac.uk/calendar/section3/regs(gen)/plagandcoll)) you remain unsure what constitutes plagiarism, it is your responsibility to ask the tutor responsible for marking your assignment.

References in the body of the text should enable a reader to locate the full reference by consulting the **single** reference list, arranged in alphabetical order by author, at the end of the assignment. We expect that any references indicated in the text should be in the Harvard style, i.e. second name followed by date of publication. Here are some examples:

## Author's name cited in the text

Adams and Shrum (1990) carried out a study of high school biology students to investigate their ability to construct and interpret line graphs.

### Author's name not cited in the text

Making reference to published work appears to be characteristic of writing for a professional audience (Cormak, 1994).

**If you quote directly more than a few words** then you should include the author, year and page reference (p. for single page and pp. for more multiple pages):

'Practical work can be used to create the illusion of active and purposeful learning' (Osborne, 1993, p. 118).

**If you quote directly a significant amount of words (e.g. 2 lines or more)** then you should indent the quote reference with author, year and page number:

It is suggested that 'space' may be regarded as a 'pre-requisite' for meaningful engagement and refers to:

an obligation to take proactive steps to encourage children to express their views; that is, to invite and encourage their input rather than simply acting as a recipient of views if children are happy to provide them. (Lundy, 2007, p. 934)

**Chapters in edited works** – if you refer to a chapter in a book edited by someone else you should cite the author of the chapter and not the editor of the whole volume (see the next section for how to include this in the reference list):

In his work on health information, Smith (1975) states...

**Multiple authors** – for two authors 'and' is used, between both surnames. However, where there are more than two authors, include the surname of the first author in your essay, followed by 'et al,' (meaning 'and others')

Corbin et al. (2008) suggests...

**Secondary citation** – although this approach is **discouraged**, there may be rare occasions when you need to reference authors which you have read about within another source, such as a book or journal article. This is known as secondary citation. Where this is the case, your in-text reference should include details of both the original (primary) source and the source in which you found the information (secondary source). You should also include the page number.

In a study examining burnout, Raedeke and Smith (2004, cited in Weinberg and Gould, 2007, p. 498) found...

**Website references** quoted in your text should include, where possible, second name of author or organisation, followed by date of publication and page reference. For example (see the next section for how to include this in the reference list):

‘The greatest challenge is to educate each and every one of our pupils to the highest level of which they are capable’ (Millett, 1999, p. 1)

For **websites with no named author** use the title of the organisation and date accessed. Hyperlinks are not required in the text.

As stated on the ATM website, ‘The Association of Teachers of Mathematics supports the teaching of mathematics by encouraging the joy of maths’ (Association of Teachers of Mathematics, 2001, p. 4)

### Paragraphing

There is no requirement to indent text to signify a change in paragraph; a one-line space can be used:

This section has considered the numerous purposes of kinaesthetic learning, its challenges and benefits to children within an educational setting.

School are faced with a range of challenges and Powers (1997) suggested that adult-child power relations are constrained by institutional systems and processed.

### Figures and tables

It is important to acknowledge if you have utilised a figure or table from another source. These are referenced in the same way as stated in this document and must be numbered in sequential order– figure one, two, three, etc. If you have included a copy of one of these, then you should include a full reference to the original in your figure or table caption:

Figure 1: The continuum of influences on learning (taken from Knapper and Cropley, 1991, p. 31).

Even if you have **reorganised a table of data**, or redrawn a figure, you should still acknowledge its source:

Table 1: Type of work entered by humanities graduates (data from Lyon, 1992, pp. 78 - 80).

**Referencing lectures** – full references to unpublished **oral presentations**, such as lectures, usually give the speaker’s name, date of lecture, name of lecture and place of lecture:

In text – Haywood (2006)

In the reference list: Haywood, K. 2006 (9 May). The Southern Ocean and Global Climate. Lecture presented as part of a series on climate change at the University of East Anglia.

### **Reference list at the end of your assignment**

At the end of your assignment you are expected to include a **single** list of all the books, articles and websites, etc., to which you have referred within the text. This single list should be organised in alphabetical order by author.

#### **Format for books:**

Sikes, P., Measor, L. and Woods, P. (1985) *Teachers' Careers Crises and Continuities*, Lewes, Falmer Press.

#### **Format for articles:**

Husbands, C., and Booth, M. (1993) The History National Curriculum in England and Wales; assessment at Key Stage 3, *Curriculum Journal*, 4, 1, 21-36.

### Format for chapters in an edited book

Smith, J. (1975) Chapter 2: A source of information. In W Jones, (ed.) (2000) *One Hundred and One Ways to Find Information about Health*, Oxford, Oxford University Press.

### Format for referencing more than one author (cited as 'et al.' in the text):

Corbin, C.B, Welk, G.J. Corbin, W.R. and Welk, K.A. (2008) *Concepts of Physical Fitness: Active Lifestyles for Wellness* (14<sup>th</sup> edn), London, McGraw-Hill.

### Format for referencing secondary sources. In the reference list you only need to include details of the secondary source. For example:

Weinberg, R.S. and Gould, D. (2007) *Foundations of Sport and Exercise Psychology* (4<sup>th</sup> edn), Leeds, Human Kinetics.

### Format for items from websites with (including video sources) a named author or organisation:

Millett, A. (1999) *Teaching Tomorrow: Challenges and Opportunities*, <http://www.canteach.gov.uk/about/speeches/amar1999.htm>, accessed on 19 July 2004.

### Format for items from websites without a named author

Association of Teachers of Mathematics, <http://www.atm.org.uk/>, accessed on 19 July 2004.

### Newspaper articles

Slapper, G. (2005) Corporate Manslaughter: new issues for lawyers. *The Times*, 3 September p. 4.

The list of references provided above would then appear as a single reference list at the end of your assignment, in this case beginning with Association of Mathematics Teachers and ending with Weinberg.

## 4. Advisory System

### The Undergraduate Advisory System in EDU

- Our promise to you is to provide you with an advisee process and structure that affords you the opportunity to maximise your student experience throughout your studies in the School.
- Note the School can only set the context in place, as it is up to you to take up the opportunities for career and personal development the adviser system affords.
- Each undergraduate student is allocated a personal adviser at the commencement of their studies. As far as possible, within the School's available resources, your adviser remains with you throughout your studies.
- Your adviser is your first point of contact for pastoral advice, and general academic advice. You are encouraged to establish and develop a professional relationship with your adviser. For example, when a request from a potential employer for a reference about you comes to the School, it is your adviser who writes it. Thus it is in your best interests to nurture and maintain this professional relationship.
- Your adviser will also monitor your academic progress. You will be required to meet with your adviser if your academic progress gives cause for concern. Those students whose academic progress gives cause for grave concern will be required to meet with the Head of School, Professor Richard Andrews
- Occasionally students may request a change in their allocation of adviser for special reasons e.g. an advisee wishes a same sex adviser. Each request is very carefully considered within the resources available in the School.
- Specific module related academic advice e.g. a problem understanding the content of a lecture should be sought from the module leader, lecturer or seminar leader through personally contacting them as appropriate after lectures/seminars in office hours or by email. If you have any problems in obtaining such advice, please contact your personal adviser who will assist you.
- **A minimum of 3 individual meetings** should be offered by advisers per year.
- These meetings should normally be held by the end of:
  - **Week 1** of the Autumn Semester
  - **Week 1** of the Spring Semester
  - **Towards the end** of the Spring Semester
- It is obligatory for an adviser to offer an individual meeting to an advisee although it is not compulsory for an advisee to attend. **You are however strongly encouraged to attend such meetings.**
- An adviser may also choose to meet advisees in small groups but will not discuss personal matters pertaining to individual students in such meetings.

- Your adviser's advice on your selection of optional and free choice modules is an important part of the adviser role. **You are strongly encouraged to seek out your adviser's advice prior to making such a selection.**
- Your adviser **upon request** will provide **references** for advisees in all normal circumstances.
- Each adviser will allocate a **minimum of two 'office hours' per week during term time**, when they will be available to advisees and other students.
- The School of Education and Lifelong Learning's Senior Adviser can help you with any concerns you may have about the advisee/adviser process should be addressed to him/her, in the first instance, or, if appropriate, the Head of School, Professor Richard Andrews
- In urgent or special circumstances e.g. if your allocated adviser is unavailable, a student may contact the Senior Adviser.
- Further information on the UEA advising process may be found at <http://www.uea.ac.uk/services/students/parents/advice>

### **Summary of the Adviser/Student relationship**

The **role of the adviser** is to:

- Oversee general academic progress
- Provide advice on academic matters
- Offer advice on the option of study- what modules to take
- Encourage the student to present evidence to exam boards where there are extenuating circumstances, periods of certificated illness and similar matters.
- Provide general life advice
- Provide references on request

The **role of the student** is to take up the opportunities afforded.

# Student Representation and Feedback

## Student Representation and Feedback

We actively encourage student involvement in monitoring and developing the programme. This occurs on various levels:

1. Student evaluation forms are completed on each individual module.
2. Students are involved in the periodic reviews of the programme and are invited to comment on programme specifications via their course representatives which are elected by the given cohort annually.
3. A **Staff Student Liaison Group (SSLG)** meets four times per year. The elected course representatives (up to 2 per year group) meet with the course team to provide feedback on developments and raise any issues or concerns. The Course Director responds to these inputs. Students should be familiar with who their representative is and speak to them with regards to any topic areas to be raised. The meetings are minuted and are made available to all students and staff via the web and the noticeboards.
4. A **Staff Student Liaison Committee (SSLC)** meets four times per year. The remit of this school level meeting includes all aspects of feedback that cannot be addressed at the SSLG meeting such as library services, campus services and school initiatives including any topics that have been raised at the SSLG and not resolved. Students should be familiar with who their representative is and speak to them with regards to any topic areas to be raised. The meetings are minuted and are made available to the representatives via email.

## Representation on the School of Education and Lifelong Learning School Board

Each School meets at least twice per annum under the constitution of the School Board. Each School Board has student representation, a role which is held by the school convenor. Please see the Students Union Website if you are unsure as to who holds the current roles of student representative(s) and school convenor.

<https://www.uea.su/education/courserepresentation/>

### **Disclaimer**

We have taken great care in compiling this Handbook, which we believe to be accurate at the time of going to press. However, the details described in this Handbook are regularly reviewed and may be subject to change without notice. Whilst the University will make every effort to offer the modules listed, changes may sometimes be made arising from the annual monitoring, review and update of modules and regular (five-yearly) review of course programmes. It is also possible that the University may not be able to offer a module for reasons outside of its control, such as the illness of a member of staff or sabbatical leave. Students will be notified immediately of any material changes likely to have a bearing on their studies.