

U1C600302 BSc Physical Education

U1C60A401 BSc Physical Education with A Year Abroad

**STUDENT HANDBOOK
2019 - 2022**



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 Handbook is designed to give you information about the BSc Physical Education (including year abroad variant). The information contained in the following pages will often direct you to where full details and information are 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 via the University Portal/Blackboard learning site. 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 Handbook safe and accessible for reference purposes.

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

Physical Education, Sport and Health Course Cluster

Welcome to the PE, Sport and Health (otherwise known as 'PESH') cluster of courses 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 as part of the School of Education and Lifelong Learning and delivering from our award winning home: the UEA Sportspark (SP). I hope you soon become equally as proud to represent UEA on campus and externally in your academic and professional capacities.



The SP will become your base for most teaching and learning activities as well as facilities across the wider campus. You can find out more about the SP here: <http://www.sportspark.co.uk/> as well as finding a UEA Campus Map on our website or through the 'OpenUp' App available for iPhone and Android devices: <https://www.uea.ac.uk/psychology/openup-uea>

The 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. I ask that you engage, question, challenge and be intrigued by the academic areas that you will master.

UEA Sport and The Students Union are passionate about the power of Sport and Physical Activity as part of a balanced student lifestyle. There are a huge range of recreational and competitive opportunities for you here which will enable you to meet new people from across the campus. Naturally, with the skills our students possess, you are also likely to become the workforce for these opportunities. Seek voluntary and paid leadership, coaching and activator roles with the University to enhance your CVs and personal development and bring to life the academic content of your course.

Finally, if you have any questions, about anything at any time please speak to myself or your academic advisor and we will point you in the right direction.

Julia Robathan
Course Director

@UEAPESH

1. General Information

Contacts: Physical Education, Sport and Health Cluster

Staff Member	Role	Office Location	Email
Mrs Julia Robathan	Course Director	LSB 1.37	j.robathan@uea.ac.uk
Dr Kate Russell	Senior Lecturer	LSB 1.21	kate.russell@uea.ac.uk
Dr Kimberley Bartholomew	Lecturer	LSB 1.14	k.bartholomew@uea.ac.uk
Dr Lee Beaumont	Senior Lecturer	LSB 1.55	lee.beaumont@uea.ac.uk
Mrs Natalie Thurston	Lecturer	LSB 1.43	n.thurston@uea.ac.uk
Dr Victoria Warburton	Lecturer	LSB 1.58	v.warburton@uea.ac.uk
Dr Elizabeth Scholefield	Lecturer	TBC	e.scholefield@uea.ac.uk
Mr David Savage	PGCE Course Director	TBC	Tom.leeder@uea.ac.uk
Mr Tom Leeder	Associate Tutor	N/A	David.savage@uea.ac.uk

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).

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.

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

2. BSc Physical Education

Aims and Objectives

This BSc degree in Physical Education aims to provide an honours level, multi-disciplinary, applied degree in physical education which integrates theoretical and practical knowledge relevant to employment opportunities. There is a strong emphasis on the individual as the facilitator for enhancing performance through the teaching relationship you will develop with tutors and lecturers; thus equipping students with the means to enhance their own and others' experience of physical education within and beyond the curriculum. Physical education within and beyond the curriculum will provide the context for the application of the disciplines of physiology, psychology, skill acquisition, sociology and pedagogy. 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 vocational settings, ranging from primary and secondary schools, voluntary sports associations and regional and national youth sport development agencies.

Breadth is secured through a broad core component such that the first year (Level four) consists of six compulsory modules. These compulsory modules begin with general introductory study, becoming progressively more detailed and sophisticated at levels two and three where you will take a clear route towards teacher training post-graduation. All students will undertake an individual project at level three.

Depth is secured through the provision of optional modules at Levels five and six, which provide students with a flexible learning pathway to tailor the degree according to their own personal interests. Students can specialise in a particular physical education environment such as primary, secondary, special education needs or community work.

All students will undertake a compulsory structured placement as part of Level five experiences, but encounters with practice in a variety of settings will feature in almost all modules. The course design allows students the flexibility to pursue their personal interest through work-based opportunities associated with their chosen modules. There is a balance of practical, applied, theoretical and work-based approaches across the range of modules. A solid theoretical background underpins all practical sessions, ensuring that students perform and understand all procedures. Throughout the course students will have opportunities to pursue a range of National Governing Body sports coaching and officiating awards in addition to the formal requirements of the course. Students will also have access to other wider employment based opportunities through connection to local, national, and international networks and we encourage students to engage with those aspects to their fullest. The degree acts as hub in many ways for local educational, sport and health agencies to seek both voluntary and paid work from our students and this often leads to other opportunities in the future and is a strong contributor to CV development.

Learning Outcomes

BSc Physical Education students should be able to:

- Develop knowledge of different approaches to educational research and commonly used research methods, their different rationale and appropriateness in different research situations.
- Acquire knowledge, skills and understanding underpinning selected sports.
- Appreciate and demonstrate socially responsible, safe and ethical practice in teaching.
- Understand the principles of anatomy & physiology & the mechanics of human motion.
- Develop knowledge of principles governing learning & performance of motor skills and their application to teaching motor skills.
- Know and understand the social and cultural aspects of physical education and sport in contemporary British society.
- Develop advanced understanding of the parameters of fitness and training in relation to the enhancement of sporting performance.
- Appreciate the role and importance of psychological principles in enhancing participation and performance.
- Develop advanced understanding of applied sports science in terms of the application of theory to practice in the physical education context, considering sports science support processes in biomechanics, physiology, psychology and performance analysis.
- Develop the skills and understanding required of specialist teachers of Physical Education, and an informed awareness of effective teaching & learning.
- Understand the nature and purpose of physical education in schools based on contemporary values, policy and practice, particularly with regard to inclusion, equity and equality as part of the National Curriculum.
- Understand different relationships between teaching, learning and assessment in physical education pedagogy.
- Develop a critical understanding of current sport development models and the roles played by different agencies in physical activity provision.
- Understand the key influences impacting upon the sporting involvement of different community groups, both at a local and regional level.
- Develop a critical awareness of the health, activity and fitness status of adults and young people and exercise guidance for different population groups.
- Critically evaluate the components and disciplines within chosen sports.
- Develop the ability to plan, conduct and complete an original piece of research.

Study Abroad Year

This section of the handbook is for student's registered on the study abroad programme route only.

For over 30 years, UEA has managed an extremely active exchange programme. We maintain long-standing study exchange links with more than 200 outstanding universities* across the globe.

This is an exciting time in your degree that will enable you to broaden your horizons, cultural exchanges and experiences. Opportunities abroad enhance the academic experience, and studies show this experience increases employability prospects.

The study abroad team will keep in direct contact with you about your programme and will invite you to relevant welcome and induction events when the time comes to start planning, please ensure you attend all meetings and sessions to keep up to date with the process.

The timetable of activities for study abroad for full year students is broadly as follows and will take place in the second year of your course:

October - November - students submit study preferences for allocation

December - April - host university confirmation and applications

March - May - final application and immigration steps

April - Pre-departure event

July - October - departure

Current information for outgoing students and current year abroad guides can be found at:
<http://www.uea.ac.uk/study/study-abroad/outgoing>

Students can contact the year abroad team at any time:

Tel: +44 (0) 1603 591871 Email: studyabroad@uea.ac.uk

Course Structure and Overview

- Students take 120 credits each year.
- Level 4 (year 1): Students study six compulsory modules.
- Level 5 (year 2): Students study three compulsory modules and two optional modules
- Level 6 (year 3): Students study two compulsory modules and three optional modules

Level 4

Year 1 Compulsory	Semester	Credits
EDUP4004Y Games Activities	Year	20
EDUP4006Y Academic and Professional Practice	Year	20
EDUP4007A Acquiring and Developing Skills	Autumn	20
EDUP4008A The Anatomical and Physiological Basic of Human Movement	Autumn	20
EDUP4003B Principles of Fitness and Training	Spring	20
EDUP4005B Sport and Exercise Psychology	Spring	20

Level 5

Year 2 Compulsory	Semester	Credits
EDUP5009Y Research Enquiry	Year	20
EDUP5010Y Professional skills in Physical Education (Placement)	Year	40
EDUP5014B Policy and Practice in Physical Education	Spring	20
Year 2 options (select 20-40 credits)		
EDUP5006B Athletic and Aquatics activities	Spring	20
EDUP5007B Psychology of Physical Activity and Health	Spring	20
EDUP5019A Inclusive Community Practice	Autumn	20
EDUP5017A Partnerships in Sports Provision	Autumn	20
Year 2 options outside school (select 0-20 credits)		
PPLB4031A or PPLB4033B Introduction to British sign language (PPL)	Autumn or Spring	20
NBS-4008Y Introduction to Business (NBS)	Year	20

Level 6

Year 3 Compulsory	Semester	Credits
EDUP6017Y Dissertation	Year	40
EDUP6018B Psychology of Physical Education	Spring	20
Year 3 Autumn Semester (select 20 credits)		
EDUP6006A Aesthetic activities	Autumn	20
EDUP6010A Analysis and classification Sport	Autumn	20
EDUP6019A Sport, Culture and Society	Autumn	20
Year 3 options (select 40 credits from modules NOT already chosen above)		
EDUP6013B Outdoor and Adventurous Activities	Spring	20
EDUP6015B Health, Wellbeing and Physical Activity Promotion	Spring	20
EDU – 6003Y Professional Development and Community Practice	Year	20
EDUP6006A Aesthetic activities	Autumn	20
EDUP6010A Analysis and classification Sport	Autumn	20
EDUP6019A Sport, Culture and Society	Autumn	20

3. Teaching and Learning

Teaching and learning methods vary widely within the programme. Teaching methods include lectures, seminar sessions, tutorials, group discussions, practical workshops, visits to key educational and sporting settings, role-playing, 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 Blackboard Portal site.

Modules are taught by tutors/lecturers who are experts in their respective fields. A range of teaching materials may be employed, including PowerPoint slides, class hand-outs, and videos/DVDs. Students will be given guided reading before and during the course 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.

Expectations

The degree is a full time course. A 20 credit module equates to 200 hours of work and your online portal will specify the requirements for each module. However, for every hour of contact time in sessions with your lecturers you are expected to engage in 4 hours of independent study as a guide.

Practical work

- Most modules will involve some kind of practical work and personal performance. **Students are required to wear the appropriate UEA (PESH) sports kit (polo shirt & tracksuit trousers/shorts) for ALL these sessions, whether on campus at the Sportspark, or in an external setting such as a school or private facility. Additional sports kit can be purchased at any time from our local supplier.**
- **Expectations are that students will participate in ALL of these practical sessions.** If an individual has some kind of personal incapacity such as an injury, they should still attend the session in full kit, and the tutor will make allowances during the session for their incapacity. It is important to ensure that you take part in these sessions as the experiences gained from them closely links into the content of lectures and seminars for the course as well as the assessment tasks. **Please note that if you are unable to take part in practical sessions for a prolonged period of time, which affects your learning, the Course Director will meet with you to discuss your circumstances and the options available to you, which may include a recommendation of intercalation (an approved break in your studies). We have a low tolerance for students who feign injury because of an unwillingness to participate in practical aspects of any modules without good reason; evidence for non-participation will need to be provided.**

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 lecturer(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 the lecturer or Course Director. You can also seek guidance from your academic advisor at any time.

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://red.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.

Coursework and Assessment

Details on the assessment of each module can be found in the relevant evision module page. The module will specify the type (formative or summative) of assessment and the specific requirements for each 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;
- facilitate the successful achievement of credits and the award of the degree.

Your lecturers will mark your work and it will then be available for collection from the ZICER Learning & Teaching Services Hub or via Blackboard if the work was submitted online. Each assignment will have attached an assessment feedback form or an audio file – your tutors will use this to provide you with written/audio critical feedback on your performance which is intended to help you develop your academic and practical skills and/or subject knowledge. They may also provide additional feedback to you orally in one-to-one supervisions. We absolutely encourage students to seek a tutorial following the receipt of feedback to be sure that the purpose of it, and how it can help with future work is clear.

A variety of different modes of formative and summative 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
- practical performance
- practical teaching and coaching
- bibliographical search exercises
- oral presentations (individually or in small groups)
- videos
- class tests
- problem-solving exercises
- Unseen, timed examinations

Detailed information about coursework submission and return, word limits, word count penalties, deadlines and extensions can be found in the University Student Handbook Section 14) at <https://www.uea.ac.uk/learningandteaching/getting-started/handbooks>

Guidelines for Assessment

All coursework and examination marks are expressed in numerical percentages. The Senate Scale Classifications (see the University Student Handbook and [individual](#) senate scales for coursework, oral presentations or dissertation) show how numerical grades relate to class of performance and gives some of the criteria used in the determination of grades.

Presentation of Coursework

Word-processing

One copy of each piece of written work should be submitted. All work should be submitted in typescript or electronic 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/getting-started/handbooks> (Section 14) about handing in coursework.

Font style, font size, spacing and paragraphing

- Preferred font style would be Times New Roman or Arial.
- Font size should be 12.
- Written work should be double-spaced unless specified otherwise by individual module leaders.
- Paragraphing should be 'justified' rather than central, right or left aligned.

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. EDUP4007A;
- 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 or task. Going over the word limit by more than 10% carries penalties to your mark. See the University Student Handbook (Section 14) at:

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.

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://portal.uea.ac.uk/documents/6207125/7632456/Referencing+your+work.pdf/8dbd2f18-fc3a-436b-9221-5bfb052b7861>

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/Policy+on+Plagiarism+and+Collusion>), 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).

For two authors not cited in the text 'and' is used, between both surnames

Female high school students' ability to construct and interpret line graphs was less effective than male students (Adams and Shrum, 1990).

Multiple authors not cited in the text

By contrast male athletes are typically represented by the media in powerful and active poses located in the sporting context (Cranmer et al., 2014).

If you quote directly more than a few words (e.g. 40 words or more or generally 2 lines) 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.

Rasool and Edwards (2010) argue that...

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) suggest...

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/paragraph 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 which do not have an author** use the title of the organisation and date accessed. In some cases the author could be the actual organisation itself rather than an individual and so refer to that instead. 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)

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

The Times consistently provided large photographs of Adams participating in her sporting context (Paston, 2012).

If there is no author listed, the newspaper title comes first, followed by the year

For online newspapers, apply the website protocol above

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.

Schools 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 sources. 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 to within the text. This single list should be organised in alphabetical order by author. Here the examples have used **capital** letters throughout for the title of books (so not *and*, *in* or *to* etc).

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 – the title of the chapter uses lower case word but the title of the book is in full capitals

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* (14th 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* (4th 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

How to use Trigonometry. 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. <i>The Times</i> , 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. **Do not number or bullet point your reference list.**

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.

5. 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.