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'Go confidently in the direction of your dreams! Live the life you've imagined'

(Henry David Thoreau, 1817-1862, American Writer)



SECTION A

WELCOME TO THE PGCE PHYSICAL EDUCATION COURSE

Introduction

Congratulations on the success of securing a place on our (Masters Level) Secondary PGCE Physical Education Course – well done and very well deserved! We welcome you and wish you every success and happiness as you prepare to embark upon an exciting, exhilarating but exhausting year of learning how to teach ... the Exeter way!

As you know, Physical Education (PE) at Exeter is widely recognised as a leading PE course nationally. The PGCE PE cohort is an academically very able group and employability rates are high. A number of our PE students continue on with our part-time Masters Degree and many will themselves go on to lead PE Departments in the future or take on leadership roles once in school. Of course, not all students do go on to lead in this way, but many reflect that it is the university provision which stimulates and inspires them to set high expectations of what is possible.

You should also know that the course is constantly evolving and changing to take account of:

- (a) the latest research and developments both in PE and teacher development more widely;
- (b) internal quality assurance measures such as annual student evaluations;
- (c) external quality assurance health checks such as annual external examiner visits and three-yearly Ofsted inspections.

All this is essential for the sustained excellence of our PGCE PE Course in particular and PGCE Primary and Secondary Programmes in general.

The PE course is run by a team of qualified, experienced and inspirational tutors who have a real passion for their subject (PE) and a genuine love of working with students. The course places considerable importance on students collaboratively learning and teaching both during university taught sessions (Autumn Term) and in our partnership schools (Spring & Summer Terms); moving from collaborative support to developing high levels of student independence and autonomy. The course includes research-informed and evidence-based lectures and practical/workshop sessions (together with directed study tasks & assignments) to prepare students to meet:

- (a) the needs of children and young people in the 21st Century;
- (b) the demands of the modern day PE teacher;
- (c) the DfE (2011) Teachers' Standards (for Qualified Teacher Status).

'The structure of the course has provided me with the academic research and how to apply it within a practical setting. I feel confident now and looking forward to my first teaching post'

(PE student teacher)

Pre-Course Information Booklet

In this Booklet, you will find relevant and detailed information that should be extremely useful in preparation for the PE Course (e.g. recommended reading, PE task, PE student research conference, OAA field trip etc). As you will no doubt have gathered from your PGCE 'Interview Day', the course is collaborative, interactive and highly participative. The University input is at its most intensive in the Autumn term, in readiness for School-Based Work (SBW) in the Spring and Summer terms. We therefore have to cover an awful lot in the 11 weeks of the Autumn Term and you'll get far more out of the University taught sessions if you arrive 'hitting-the-ground-running'.

'The ability to link relevant theory and practice is an essential part of becoming a quality teacher'
(PE student teacher)

The PE Course, like teaching itself, is one in which paperwork plays a significant part, and it would be wise to get yourself organised before the Autumn term starts, especially if you know that organisation is not your strong point! There is little time in the first 11 weeks of Autumn Term to sort yourself out. Beware of throwing out documentation and lecture notes from your undergraduate sports-related degree as they will often contain important and relevant information, especially relating to GCSE and A Level PE subject/academic qualifications and BTEC Sport Level 2 and 3 work-based qualifications. Also, treat yourself to a few lever arch files/folders with dividers – you might need them as SBW Teaching Files in school placements 1 and 2 (NB we require students to use an e-portfolio system during their placements to store their evidence towards the Teachers Standards electronically but you may choose to use 'physical' rather than 'digital' teaching files alongside this). Very few people like paperwork, but our experience with past PE groups is that mastering your *personal organisation* and *time management* skills early on saves a huge amount of stress and worry later. A key principle that we stand by is: *you should control the paperwork, rather than it controlling you!*

Conclusion

We hope this Booklet is helpful, and has both confirmed and stimulated your interest in, and motivation for, our PE course. We are asking quite a lot of you in terms of preparation, and the PE course itself is demanding and exhausting, as you well know, but don't be daunted by it – you will receive *first class* instruction and support, as we emphasised at your PGCE Interview. We look forward to working with you this coming academic year and if you have any questions and/or concerns, financial or otherwise, please don't hesitate to contact me.

'The very best of times, created through a robust academic and practical PGCE Physical Education Course. The Course allows and actively supports every student teacher to achieve the very best they can. Not only do you get the very best support from tutors and staff, but also from your peers. They embrace the nature and spirit of the Course, which is of a collaborative culture, underpinned by a caring atmosphere by all. I have received the best student teacher education, by the very best educationalists at the University of Exeter'
(PE student teacher)

With best wishes



Will Katene

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For further information about the Secondary PGCE Physical Education Course, open the following hyperlink:

<https://www.exeter.ac.uk/teachertraining/secondary/pe/>

'Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty'
(Albert Einstein, 1879–1955)

SECTION B PRE-COURSE INFORMATION BOOKLET

1. (a) **Recommended Pre-Course Reading:**

The following textbooks are **recommended** PE course reading. They are highly appropriate and relevant both for PE student teachers and qualified teachers in primary and secondary schools.

Textbooks:

- (i) Capel, S., Cliffe, J. and Lawrence, J. (2021) *Learning to teach physical education in the secondary school: A companion to school experience*. London: Routledge.
<https://www.routledge.com/Learning-to-Teach-Physical-Education-in-the-Secondary-School-A/Capel-Cliffe-Lawrence/p/book/9780367209629>
- (ii) Mawer, M. (1995) *The effective teaching of physical education*. London: Longman.

(NB There are also limited copies of the above two texts in our St. Luke's Campus Library).

Reading List:

The following Reading List falls into three sections:

- (i) Books;
- (ii) Journals in PE;
- (iii) Journals in PE-related areas;

It is not a definitive or exhaustive list, and you are strongly encouraged to read widely and pursue references in books and journal articles that you have found helpful. Journal articles are also frequently a source of current and highly relevant thinking. These Books and Journals can be found in most University libraries.

(i) Books:

- Bailey, R. (2001) *Teaching physical education: A handbook for primary and secondary school teachers*: London: Kogan Page.
- Bailey, S. and Vamplew, W. (1999) *100 years of physical education*. Warwick: Warwick Printing Company.
- Capel, S. and Plotwoski, S. (2000) *Issues in physical education*. London: Routledge.
- Capel, S. and Lawrence, J. (2019) *Mentoring physical education teachers in secondary schools: A practical guide*. London: Routledge.
- DfE (Department for Education) (2011) *Teachers' standards: Effective from 1 September 2012*. London: DfE.
- Griggs, G. (2012) *An introduction to primary physical education*. London: Routledge.
- Hardy, C.A. and Mawer, M. (1999) *Learning and teaching in physical education*. London: Falmer.
- Mawer, M. (1995) *The effective teaching of physical education*. London: Longman.
- Moon, J. (1999) *Learning journals: A handbook for trainee teachers, academics and professional development*. London: Kogan.
- Penney, D., Clarke, G., Quill, M. and Kinchin, G. (2005) *Sport education in physical education: Research based practice*. London: Routledge.
- Pope, D. (2019) *Understanding subject knowledge for primary teaching*. London: Sage.
- Sanders, L. (2013) *Dance teaching and learning: Shaping practice*. London: One Dance UK.
- Siedentop, D. (1994) *Sport education: Quality physical education through positive sport experiences*. Champaign, Ill: Human Kinetics.
- Thorpe, R., Bunker, D. and Almond, L. (1989) *Rethinking games teaching*. Loughborough University.
- Williams, A. (1996) *Teaching physical education: A guide for mentors and trainee teachers*. London: David Fulton.
- Wood, D. (1998) *How children think and learn*. London: Blackwell

(ii) Journals in PE:

European Physical Education Review
 Journal of Sport, Education and Society
 Journal of Teaching in Physical Education
 Physical Education and Sport Pedagogy
 Physical Education Matters
 Quest

(iii) Journals in PE-related areas:

American College of Sports Medicine Health and Fitness Journal
 British Journal of Sports Medicine
 International Journal of Sport Psychology
 International Journal of Sports Medicine
 International Journal of the History of Sport
 International Journal for the Sociology of Sport
 Journal of Adventure Education and Outdoor Leadership
 Journal of Applied Biomechanics
 Journal of Applied Physiology
 Journal of Applied Sport Psychology
 Journal of Motor Behaviour
 Journal of Sport and Exercises Psychology
 Journal of Sport and Social Issues
 Journal of Sport Behaviour
 Journal of Sport Pedagogy
 Journal of Sports Medicine and Physical Fitness
 Journal of Sports Sciences
 Journal of the Philosophy of Sport
 Medicine and Science in Sports and Exercise
 Paediatric Exercise Science: Official Journal of the North American Society of Paediatric Medicine
 Movement and Dance Quarterly
 Physician and Sports Medicine
 Research in Dance Education
 Research Quarterly for Exercise and Sport
 Sociology of Sport Journal
 Sports Exercise and Injury
 Sports Medicine: An international Journal of Applied Medicine and Science in Sport and Exercise
 Sport Psychologist: Official Journal of the International Society of Sport Psychology

'Physical fitness is not only one of the most important keys to a healthy body; it is the bases of dynamic and creative intellectual activity' (John F. Kennedy, Former President of the USA)

1. (b) Recommended Selected Stationery:

It is likely that you will need the following Stationery for both the University sessions and SBW:

- At least one (1) very large two-ring Lever Arch File;
- Dividers (2 sets of 10 OR 4 sets of 5);
- A 2022-2023 Academic Diary;
- A pack of A4 Plastic Wallets (for storing handouts/resources/materials etc);
- A stapler and box of staples;
- A 'two-hole' puncher;
- A pack of coloured stickers (for referencing 'Evidence' of meeting the Teachers' Standards for QTS);
- A whistle;
- A clipboard;
- Whiteboard Markers (Red, black, green, blue) and whiteboard eraser;
- Pens, pencils, post-its, rubber, tippex;
- Pencil Case;
- A wrist watch.

2. PE Task: 'A Summary Report of Developing Knowledge and Understanding in PE' (1,000 words)

This is your chance to find out about various knowledge and understandings in PE such as *knowledge of the subject matter/content, pedagogy, learners, learning and the PE curriculum.*

In relation to *subject content knowledge*, one of the joys of being a PE teacher is that you are constantly discovering new facts, concepts, principles, skills, tactics, strategies, rules, etiquette, resources and ways of teaching which keep you (& your pupils) thinking about and enjoying PE. At interview, you identified (in your '**Knowledge & Skills Initial Audit & Action Plan**') specific physical activities of the National Curriculum where you perceived your *subject content knowledge* to be 'Very good' (grade 1), 'Good' (grade 2) and 'Poor' (grade 3). You were asked to look at how you might develop *subject content knowledge* sufficiently to make it an aspect of PE which you are competent and confident in (e.g. attending a Level 1 NGB coaching award course in hockey or undertaking recent & relevant teaching experience in a secondary school PE Department).

In developing your *subject content knowledge* (& other knowledge bases such as learners & learning theories), it is better to be selective, thorough and go for depth (or *quality*), rather than breadth (or *quantity*) as when you need to teach a given activity/topic you do need to know your *subject content knowledge* extremely well. When you are developing knowledge about an activity/topic, try to read at least one journal article or other literature about the activity/topic and make some critical analysis of your own. Make notes and keep a record of these articles/resources/materials read to support your learning. To demonstrate your learning, teach an aspect of this activity/topic to a friend(s) or small group of youngsters.

In your (1,000 word max.) '**PE Task**', you might wish to structure it as follows:

- include a '**Title**' page, '**Table of Contents**', '**Main Body**', '**References**' and '**Appendix**' section.
- In the '**Main Body**' of your **PE Task**, you should identify and discuss your chosen/principal areas of *weakness* (as well as key areas of *strength*) and how you have developed and/or extended your knowledge and understanding in order to be able to teach it/them confidently and accurately (NB strengths & weaknesses in relation to subject content knowledge – theory & practice, knowledge of learners & learning theories).
- include a copy of your '**Knowledge and Skills Initial Audit and Action Plan**', which we discussed at Interview (add it to your '**Appendix**' section of the **PE Task**);
- include any certificates of successful completion (e.g. 'Emergency First Aid at Work Certificate etc), notes of the sessions and resource materials collected (all these can be included in the '**Appendix**' section of your **PE Task**);

- include your lesson plan(s) and/or lesson notes and learning resources (in your '**Appendix**'), if you have observed specific PE lessons and/or taken part in an aspect of PE teaching, if you feel your lecture notes, from your undergraduate degree course, are relevant and useful (e.g. 'physiology of sport and exercise' notes) then do include them (in your '**Appendix**').

Please email your (1,000 word max.) '**PE Task**' to me on or before **Monday 26 September 2022**.

3. **afPE Trainee/Student Membership:**

We *recommend* that you become a member of afPE (association for Physical Education). The '**afPE Trainee/Student Membership**' is **£50.00** per year and benefits include:

- Quarterly a/PE Journals - *Physical Education Matters*; (see a sample, below);
- Monthly newsletter and regular updates/newsflashes;
- Subscription to the monthly Future Fitness Magazine;
- Career advice and support;
- Reduced rates for accredited CPD courses, conferences and seminars;
- Discounts on various afPE publications and resources;
- Access to the members' only section of the afPE website which includes resources and other information/downloads exclusively for members;
- Regional meetings and networking opportunities;
- Health and Safety advice and guidance from the authors of 'Safe Practice in Physical Education and School Sport'.

You can download an afPE '**Trainee/Student Membership Form**' here:

<https://www.afpe.org.uk/physical-education/membership-forms/>.

To view a sample edition of the '**Physical Education Matters Journal**', follow the link below:

<https://www.afpe.org.uk/physical-education/physical-education-matters-2/>

If you have any questions then do contact Simon Roche, Business and Communications Manager, afPE (Tel: 01905 855584 or Email: cpd@afpe.org.uk).

4. **Three-Day Outdoor and Adventurous Activities (OAA) Residential Field Trip**

The principal aims of this OAA Residential Field Trip are:

- to provide a model experience which demonstrates the potential of Outdoor and Adventurous Activities (OAA) both within and beyond the day-to-day PE lessons;
- to demonstrate how safety issues are assessed and dealt with in all appropriate aspects of selected physical activities (e.g. canoeing, coasteering etc);
- to appreciate and understand how OAA can contribute to the 'holistic' development of pupils (e.g. physical, mental, moral, social, personal & spiritual development);
- to understand the procedures and liabilities associated with educational visits and journeys;
- to get to know each other both personally and professionally.

'Never look down on anybody unless you are helping him (or her) up' (Jesse Jackson,
American Civil Rights Activist, Baptist Minister & Politician)

The **Three-Day OAA Residential Field Trip** will take place at the Great Potheridge House (Outdoor Education Centre), Merton, OKEHAMPTON, Devon EX20 3DN, **between Friday 30 September and Sunday 02 October 2022**. The Residential Field Trip will comprise a combination of 'on-site' activities (e.g. problem-solving, team-building, orienteering etc) and 'off-site' activities (e.g. coastal traversing, canoeing, surfing, moorland activities, mountain biking etc). These activities will be delivered by highly qualified and experienced instructors, under the leadership of Alastair Rice (Head of Centre). Alastair and I will discuss this Residential Field Trip with you, in greater detail, on **Monday 26 September 2022 in BC114 Lecture Theatre**.

You are asked to make a contribution of **£250.00**, which will help pay for food, travel and accommodation costs over the course of the three days.

Please find enclosed: (a) **OAA 'Consent & Information Form'** (see [Appendix A](#)), (b) **OAA 'Student Information Flyer 1'** (see [Appendix B](#)) and, (c) **OAA Student Information Flyer 2'** (see [Appendix C](#)). You'll note the **OAA 'Consent & Information Form'** is password protected – the password is **exeterpgce** (Please keep this password on the form so that if you return it by email, your personal data will be kept secure). Prior to the OAA Residential Field Trip I will securely pass all completed forms to Encompass Training SW Ltd (Alastair Rice) and will destroy all copies held at the University.

Would you please:

- (a) complete the **OAA 'Consent & Information Form'** (see [Appendix A](#)) and return/email IT to me no later than **Friday 09 September 2022** (see my postal & email address below);
- (b) complete payment of **£250.00** through the **University of Exeter Online Store**; (follow the web link below) and no later than **Friday 09 September 2022** (& do contact me if you have any questions or concerns about the financial costs etc).

Will Katene

Graduate School of Education
University of Exeter
St. Luke's Campus
Heavitree Road
EXETER, Devon EX1 2LU
Tel: (01392) 724756
Email: W.Katene@exeter.ac.uk

To make a FULL payment, please see the following web link (below):

[PGCE Physical Education Course 'Three-Day OAA Residential Field Trip' 2022 | Exeter University](#)

(NB If, due to financial/personal circumstances, attending this Residential Field Trip will be difficult for you, other arrangements can be made to enable you to fulfil the aims of the trip so do let me know as soon as possible. Also, a FULL refund will be given if this Event does NOT go ahead).

'When you get into a tight place and everything goes against you, until it seems as though you could not hang on a minute longer, never give up then, for that is just the place and time that the tide will turn'
(Harriet Beecher Stowe, 1811-1896; American Author & Social Reformer)

5. **Annual Physical Education Student Research Conference: 'Inspiring learning in physical education through research-informed teaching'**

A highlight of the PGCE Physical Education year, the Annual Physical Education Student Research Conference, will be held at **University of Exeter (St Luke's Campus) on Saturday 08 October 2022 between 9.30 a.m. and 4.30 p.m. in the BC114 Lecture Theatre.**

The principal aims of the Conference are:

- To provide conference delegates with opportunities for exchanging new ideas and critically debating current issues in PE, sport, exercise and health sciences;
- To 'Demonstrate good subject and curriculum knowledge' (DfE, 2011, **S3**);
- To prepare student teachers to work collaboratively and support one another during a highly demanding year where their presentational, academic skills and personal characteristics will need to withstand much public scrutiny.

*(NB **S3** is a Teachers' Standard for the award of Qualified Teacher Status)*

'Theory, research and practice have been linked well throughout the course'

(PE student teacher)

The Conference delegates will comprise of: University lecturers; students in their final year of the BSc (Hons) Exercise and Sport Sciences degree course at Exeter, University sports coaches and fitness instructors, PE teachers, early career teachers and, of course, University tutors from our PE ITTE (Initial Teacher Training & Education) Course (**NB This is a FREE event**).

The Conference will include keynote lectures and oral presentations. The programme for the day is as follows:

9.00 – 9.30 a.m.	Registration and Tea/Coffee (Baring Court Foyer)
9.30 – 9.40 a.m.	Conference Opening and Welcome (BC114 Lecture Theatre)
9.40 – 10.30 a.m.	<u>Physical Education Keynote Lecture 1: Professor Neil Armstrong</u> – Former Senior Deputy Vice-Chancellor and Former Head of the School of Sport and Health Sciences, University of Exeter – "Children are fit and active: Fact or fiction?" (BC114 Lecture Theatre)
10.30 – 11.00 a.m.	Tea/Coffee (Baring Court Foyer)
11.00 – 1.00 p.m.	<u>Parallel Thematic Oral Presentations Session 1:</u> (BC114, BC112 & BC128)
1.00 – 1.45 p.m.	Lunch
1.45 – 2.20 p.m.	<u>Physical Education Keynote Lecture 2: TBC</u> (BC114 Lecture Theatre)
2.30 – 4.30 p.m.	<u>Parallel Thematic Oral Presentations Session 2:</u> (BC114, BC112, BC128)
4.30 p.m.	Evaluation of the Conference and Closing Remarks (BC114 Lecture Theatre)
4.30 p.m. onwards	Happy Hour/Social Drinks ('The Mount Radford Pub')

The expectation is that **all** current PGCE Physical Education student teachers will be attending and presenting their final year undergraduate dissertations/projects at the Conference (possibly along with early career teachers), through oral presentations. The **Oral Presentations** will incorporate **10 minutes** for the presentation and **5 minutes** for questions/discussion. You will be expected to submit an Abstract (approx. 200-250 words) and do remember to include the title of your Abstract, your name and name of the university where you completed your final year undergraduate dissertation/research project (see **Appendix D**, for an 'Example of an Abstract').

'Brilliant day, well planned and I was really encouraged to hear my fellow peers' research'

(PE student teacher)

The deadline for receipt of your **Abstract** (200-250 words) is **Friday 09 September 2022** and please email your Abstract to me at W.Katene@exeter.ac.uk

Would you please complete the enclosed 'Conference Registration Form' (see [Appendix E](#)) and email it to me at my university email address: W.Katene@exeter.ac.uk and no later than **Friday 09 September 2022**. The password for the form is: **exeterpgce**

6. Key Dates for your 2022-2023 Academic Diary

Activity/Event/Term	Date
(a) Two-Week Anticipating Practice experience in a Primary and Secondary School:	Monday 12 September – Friday 23 September 2022
(b) Autumn (Michaelmas) Term (Term 1):	Monday 26 September – Friday 09 December 2022
(c) Spring (Lent) term (Term 2) or School Placement 1:	Tuesday 03 January – Friday 31 March 2023
(d) Summer (Trinity) term (Term 3) or School Placement 2:	Monday 17 April – Wednesday 28 June 2023
(e) First Day at University of Exeter:	Monday 26 September 2022 (BC114 Lecture Theatre) (Dress is 'smart casual')
(f) Three-Day Outdoor and Adventurous Activities (OAA) Residential Field Trip:	Friday 31 September – Sunday 02 October 2022 at Great Potheridge House Outdoor Education Centre, Merton, OKEHAMPTON, Devon EX20 3DN
(g) Annual Physical Education Student Research Conference: ' <i>Inspiring learning in physical education through research-informed teaching</i> '	Saturday 08 October 2022 (9.30 a.m. – 4.30 p.m.). We'll be based at the St. Luke's Campus, University of Exeter (BC114 Lecture Theatre)
(h) PGCE Physical Education Course 'Christmas Party' (Black Tie Dinner):	Friday 02 December 2022 (6.30 p.m. until late!) (Venue TBC) (NB Please keep this date free)
(i) PGCE Physical Education Course 'End of Course Social':	Wednesday 28 June 2023 (1.30 p.m. onwards & venue TBC)

'Most great things happen in groups; collaboration is the stuff of growth'

(Sir Ken Robinson, World renowned education and creative expert and recipient of the RSA's

Benjamin Franklin Award)

7. Checklist:

Checklist	Deadline
(a) PE Task: Summary Report of Developing Knowledge and Understanding in PE (1,000 words) to be completed and emailed to Will Katene (W.Katene@exeter.ac.uk).	Monday 26 September 2022
(b) Three-Day Outdoor and Adventurous Activities (OAA) Residential Field Trip (i) OAA 'Consent & Information Form' (see Appendix A) to be completed and emailed to Will Katene (W.Katene@exeter.ac.uk). (ii) Payment of £250.00 to be made via the 'University of Exeter Online Store' (PGCE Physical Education Course 'Three-Day OAA Residential Field Trip' 2022 Exeter University)	Friday 09 September 2022 Friday 09 September 2022
(c) Annual Physical Education Student Research Conference: (i) 200-250 word Abstract to be completed and emailed to Will Katene (W.Katene@exeter.ac.uk). (ii) Conference Registration Form (see Appendix E) to be completed and emailed to Will Katene (W.Katene@exeter.ac.uk).	Friday 09 September 2022 Friday 09 September 2022
Please remember that the password for each Form is: exeterpgce	

8. Pre-Course Contact:

If you want more information about the PGCE Physical Education Course and/or have a query about any of the issues discussed in this Information Booklet then please don't hesitate to contact me (Email: W.Katene@exeter.ac.uk; Tel: 07928 747921).



'The men I have seen succeed have always been cheerful and hopeful, who went about their business with a smile on their faces, and took all the changes and chances to this mortal life like a man'
(Charles Kingsley, 1819-1875, English Writer, Poet and Clergyman)