

School of Physical Education

Guide to Bachelor of Physical Education with Honours, BPhEd(Hons)

This guide introduces students to the Honours Degree programme at the School of Physical Education, University of Otago. For additional information you should speak to members of the Graduate and Honours Committee (see below) or consult Section Six, “Further Information”, of the Guide.

Whilst every care has been taken to ensure that the information in this document is correct, the University of Otago’s *Calendar* is the official document on all rules, procedures and subjects, and students should also consult this publication.

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Prologue

Organisation of the Guide

This guide contains six sections:

- Section One introduces the Honours Degree programme in Physical Education via two questions: what is the Honours Degree programme and, who should consider an Honours Degree?
- Section Two examines the entrance criteria to the Honours Degree.
- Section Three looks at the requirements of the Honours Degree.
- Section Four advises potential students about how to gain admission to the degree.
- Section Five discusses the Dissertation (PHSE 491), which lies at the heart of the Honours Degree and lists the support offered by the School of Physical Education to Honours students.
- Section Six directs students to further information pertaining to the Honours Degree and programme.

Section One

Introduction: The Honours Degree Programme in Physical Education

This guide introduces the Honours Degree programme in Physical Education via two key questions:

- What is the Honours Degree programme?
- Who should consider an Honours Degree?

1.1 What is the Honours Degree Programme in Physical Education?

The Bachelor of Physical Education with Honours, BPhEd(Hons), is a prestigious research-orientated degree. *The major focus of the Degree is a research dissertation worth 48 points*, one-third of the typical fourth year of study. Students undertake research in an area of particular interest to them (in consultation with a member of staff who becomes the student's supervisor).

Listed below is a selection of dissertation titles from previous BPhEd(Hons) and the name of each student's supervisor:

- Tammy Sheehy: *Motivation, Morality and Peer Influence in Master Athletes: A Self-Determination Theory Perspective* (Assoc. Prof. K Hodge)
- Hannah Smeaton: *Understanding Ability in PE: "It's something we Phys. Edders. do quite naturally"* (Dr T Cassidy)
- Sarah Owens: *Examining Dance Space in New Zealand* (Dr O Cruz Banks)
- Bruno Watkins: *Maori Identity and the Politics of Marae Touch within Postcolonial/Neo-liberal Aotearoa/New Zealand* (Dr J Newman)

- Jade Fleming: *An Exploration of the Psychological Benefits of Riding for the Disabled for Adolescents: Triangulating Perspectives from the Rider, Parent/Caregiver and Instructor* (Dr Elaine Hargreaves)
- Kate Holland: *Discourse, Disability and Physical Culture: A Story of a Labelled Life* (Assoc. Prof. L Burrows)
- Rawiri Tapiata: *Constructions of Maori Masculinity in Basketball: A Kaupapa Maori Approach* (Dr M Falcous)
- Anna Skelton: *Differences in Styles of Play Between NZ Silver ferns and the Australian Diamonds* (Prof. R Bartlett)
- Deborah Everitt: *Advertising and the Representation and Consumption of NZ National Identity* (Prof. Steve Jackson)
- Hannah Booker: *An Ethnographic Investigation of Cultural Diversity within Green Prescription Programmes* (Dr J Newman)
- Monique Francois: *Repeated Sprints with Arms or Legs is Time efficient in Modifying Metabolic Fitness Indices* (Dr J Cotter)
- Adiella White: *Evaluation of the Beyond Pink Exercise Programme, an Exercise Prescription Programme for Women With Breast Cancer: referral, Delivery, and Client Perspectives* (Dr L Jones)
- Cody Davidson: *A Notational Analysis of Surface and Player Effects on Elite Tennis Strategy* (Prof. R Bartlett)

While some supervisors encourage students to search for their own topic or field of research, time and resource constraints may compel other staff to impose limitations. Students present their research in the form of a dissertation, which is usually between 15,000 and 25,000 words. Dissertations are worth 144 points and are completed in the fourth year.

1.2 Where does the Honours Degree in Physical Education Lead?

Honours Graduate Profiles

Sian Barris

“My honours project compared landing strategies between pre and post pubescent elite roller skaters. I was interested in biomechanics after taking PHSE 202 and decided to do a project looking at potential injury mechanisms in roller skating because it was a something I knew a lot about.”



Having graduated with an Honours Degree in Sport and Exercise Science (Biomechanics) in 2004, Sian returned to the School of Physical Education in 2006 and commenced her Masters degree in Biomechanics / Performance Analysis working with Dr. Chris Button. Her research involved working with the Otago Nuggets, designing and developing an automatic tracking system for analysing team movement patterns in indoor sports. Sian submitted her thesis in Jan 2008. Sian has presented her research at two conferences (Sport and Exercise Science New Zealand, Hamilton, November 2007 and Spatial Information Research Centre, Dunedin, November 2007) and written two papers for publication (in Sports Medicine and the International Journal of Performance Analysis in Sport.) Sian has also worked for the PhysEd department as a Teaching Assistant since 2006.

Geoff Kohe

“I realised that having a research component to my degree would give me a great professional advantage as well as offering me invaluable skills that would benefit my eventual vocation to teach.”



Graduating with a BPhEd (Hons-First Class in Professional Studies) in 2006, Geoff has spent the past couple of years studying towards his PhD as well as working as a teaching assistant and tutor for the Physical Education Department.

“I really enjoyed many of the papers in my PhysEd degree but I was particularly drawn to the historical, sociological, and pedagogical aspects so I based my studies on the relationship between Olympic history and Olympic education initiatives.

The versatile nature and international reputation of an Honours Degree from Otago University offers many exciting possibilities. It’s certainly well worth the effort!”

Mariah Meagher

It’s not very often your first job is your ideal job. But that’s exactly what has happened for Mariah Meagher after completing her Honours, then Masters Degrees at The School of Physical Education. Mariah’s first job will be working with elite NZ athletes as a part of Drug Free Sport NZ in Auckland, where she will be assisting in the organisation in their athlete drug testing programme.



Mariah graduated with First Class Honours in Bachelor of Physical Education in 2005 and furthered her studies by completing her Masters in 2008.

“My honours project was based in the area of Sociology of Sport which stemmed from my interest in the PHSE 200 level Sociology of Sport paper. I was fortunate to be supervised and mentored by Dr Mark Falcous who encouraged me to combine my extensive knowledge and experience in gymnastics with a sociological perspective so that I could study retrospective accounts of elite gymnasts’ lives in New Zealand.”

Luiz Uehara

“NEVER GIVE UP!”

Is the mantra of Brazilian Luiz Uehara who was in Japan coaching football when he became interested in research related to skill acquisition. Luiz decided on Otago’s School of PhysEd’s Honours Programme, where he could specifically focus on investigating the effect of instructions on learning a soccer chip skill.



“For this project, I had the privilege of being supervised by Dr Chris Button and Professor Keith Davids. Together we wrote an article based on my dissertation which has recently been reviewed and accepted for publication. Having my first article published is very special to me.

Without question, the Honours Programme gave me the opportunity to experience another side of academia - the fascinating world of research. Being involved in the programme also gave me the opportunity to meet a lot of interesting people.”

Graduating in 2006 with an Honours degree majoring in Exercise Sport Science, Luiz hopes to pursue a career in research and/or education, so has remained closely affiliated with the School of PhysEd. He is now working as a research assistant for Dr Chris Button and Associate Professor David O’Hare, investigating football referee decision making.

Alan West

“I was fascinated by the power relations operating in society which are frequently overlooked. We were studying the media portrayal and reconstruction of national identity using sport as the median, specifically looking at the 2005 Lions tour of New Zealand. It challenged the existence of a single, traditional national identity existing within New Zealand’s multicultural society.”



“It was the most rewarding chapter of my time at University. I was able to extend my interests in a field that appealed to me whilst working under the guidance of world recognised researchers. My honours group went through a lot together and we all took an interest in each others’ projects, so it was really encouraging to have that support.”

Graduating in 2006 with a BPhEd (Hons) in Sport and Leisure Studies, Alan also completed his Post Graduate Diploma in teaching at Dunedin’s College of Education, in 2007 and is now teaching PE and Science at East Otago High School.

1.3 Who should consider enrolling in an Honours Degree?

The BPhEd(Hons) degree will appeal to students seeking intellectual stimulation. The Degree provides an advanced intellectual challenge and, potentially an entrée to graduate study and in this sense and those with the desire and aptitude to work hard offers a foundation, for a career in research. A BPhEd(Hons) degree will confer holders with advantages in their search for employment. As well as a good general degree, BPhEd(Hons) graduates have a number of positive attributes sought by many employers:

- the ability to work independently,
- an advanced base of knowledge in a specific area, and
- advanced analytical, evaluative and communication skills.

Section Two

Criteria for Entrance to the Honours Degree

Acceptance into this prestigious programme requires above average academic ability demonstrated over the first two years of the undergraduate BPhEd course. In practical terms this usually means a B to a B+ grade average across PHSE 101, PHSE 102, ANAT 111, PHSL 101 (or HUBS 191, and HUBS 192 in place of ANAT and PHSL) and PHSE 202-206 with a grade of A- or above in the area of intended study.

No less important than academic ability are desire, passion and aptitude for the proposed work.

School of Physical Education policy generally holds each member of staff to two fourth year Honours students in any one calendar year. Thus students applying to work in some areas may only be offered their second or even third choice of supervisor.

While the Division of Sciences sets strict criteria for entrance to Honours programmes, highly motivated students are encouraged to apply. Students wishing to enrol in the BPhEd(Hons) degree but who are uncertain about their eligibility should speak to the Honours Coordinator in the first instance.

Section Three

Requirements of the BPhEd(Hons) Degree

Students enrolling in the BPhEd(Hons) degree commence a new programme that comprises 276 points over two years. Honours students must take 132 points in the first year of the programme (henceforth third year of degree) and 144 points in the second year of the programme (henceforth fourth year of degree).

3.1 Third Year

Students in the first year of the Honours programme must enrol in, and successfully complete:

- PHSE 391 Research Design and Analysis (24 points),
- 36 points from their respective major, viz,
 - Exercise and Sport Science (PHSE 301-305, PHSE 314-315, PHSE 401),
 - Exercise Prescription and Management (PHSE 310-315, PHSE 336, PHSE 401),
 - Professional Studies (PHSE 320-331, PHSE 414-416, PHSE 427-428), or
 - Sport and Leisure Studies (PHSE 320, PHSE 330-340, PHSE 422-426),
- 72 additional points. Papers comprising these points may be from the Physical Education degree.

3.2 Fourth Year

Students in the fourth year must enrol in, and successfully complete:

- PHSE 491 Dissertation (48 points),
- PHSE 471 Research Seminar (24 points),
- 72 additional points including points specific to the major, viz,
 - Exercise and Sport Science, 36 points from PHSE 301-305, PHSE 314-315, PHSE 401; the remaining 36 points may come from papers within the Physical Education degree.

- Exercise Prescription and Management, 36 points from PHSE 310-315, PHSE 336, PHSE 401; the remaining 36 points may come from papers within the Physical Education degree,
- Sport and Leisure Studies, 36 points from PHSE 320, PHSE 330-340, PHSE 422-426; the remaining 36 points may come from papers within the Physical Education degree;
- Professional Studies, 36 points from PHSE 320-331, PHSE 414-416, PHSE 427-428; the remaining 36 points may come from papers within the Physical Education degree.
- Fourth year Honours students cannot enrol in 200-level papers.

Section Four

Applications

Application forms for the Honours Degree programme can be downloaded from the School of Physical Education website: <http://physed.otago.ac.nz/courses/apply.html> They are also available from the School of Physical Education Administration office, 46 Union Street West, or telephone (03) 479 8991.

Applications should be submitted by 10 December of the year prior to admission.

The Graduate and Honours Committee in the School of Physical Education considers all applications in the first instance. The Committee, through the Dean, makes recommendations to the Pro-Vice-Chancellor of the Division of Sciences who makes the final decision. The Division of Sciences endeavours to notify students of the outcome of their application early in the New Year.

The Graduate and Honours Committee in the School of Physical Education also assigns each successful applicant a supervisor for their dissertation. The supervisor acts as the student's mentor.

Applicants should nominate on the application form at least two areas—e.g. sport psychology, exercise physiology—in which they wish to work. Where more than one member of staff has research interests in the preferred area, students may nominate a desired supervisor (see Section 4.1 below for a list of staff and their research interests). School of Physical Education policy does not normally allow individual staff to supervise more than two fourth year Honours students in one calendar year. Thus students should be prepared to be flexible in their choice of topic and supervisor particularly in popular areas. In assigning students to sought after areas, the Graduate and Honours Committee may use grade point averages as a ranking device.

Students who do not meet the criteria for entrance into the programme set out above in Section Three of the Guide, should advocate their case for admission in a covering letter to accompany their application. Help in writing this letter can be obtained from any member of staff.

4.1 Honours Supervisors in the School of Physical Education

Following is a list of academic staff in the School of Physical Education together with their qualifications, primary areas of research, and the area/s in which they teach.

- ***Exercise and Sport Science***

Professor Roger **Bartlett (PhD, Nottingham)**

- Biomechanics of throwing skills sports techniques
- Biomechanics of sports injury
- Coordination of sports movements
- Movement variability
- Novel approaches to studying movement coordination and variability

Teaching: Biomechanics – movement and performance analysis

Dr Melanie **Bussey (PhD, Otago)**

- Clinical Biomechanics
- Functional Anatomy
- Injury mechanisms (spine, hip and pelvis)

Teaching: Kinesiology; Biomechanics; Athletic injuries

Dr Chris **Button (PhD, Manchester Metropolitan University)**

- Human Performance and multidisciplinary approaches
- Variability in coordination and motor learning.

Teaching: Motor Control and Motor Learning

Dr Jim **Cotter (PhD, Wollongong)**

- Environmental physiology (heat, cold, altitude)
- Thermoregulatory control
- Determinants of endurance performance
- Exercise and immune function

Teaching: Exercise Physiology; Environmental Physiology; Cardio-respiratory Physiology.

Dr Motohide **Miyahara (PhD, UCLA)**

- Co-morbid conditions of developmental disorders
- Developmental changes in metamemory for working memory

Teaching: Lifespan Human Development, Case Study Research

Dr Nancy **Rehrer (PhD, Maastricht)**

- Carbohydrate metabolism during exercise in healthy and diabetic populations
- Electrolyte and fluid balance during exercise
- Gastrointestinal function and exercise
- Sports nutrition
- Applied, sport specific, exercise physiology
- Environment, lifestyle and health

Teaching: Exercise Physiology; Exercise Metabolism; Sports Nutrition

Dr Jon **Shemmell (PhD, Queensland)**

- Neurophysiology/motor control
- Biomechanics
- Sports coaching

Teaching: Motor Control

- ***Exercise Prescription and Management***

Dr Phil **Handcock (PhD, Otago)**

- Clinical exercise prescription
- Musculoskeletal injury
- Preventive conditioning
- Reflex contribution to functional movement control
- Exercise rehabilitation
- Return-to-play decision making

Teaching: Exercise Prescription

Dr Lynnette **Jones (PhD, Otago)**

- Pathogenesis of obesity
- Human adipose tissue and skeletal muscle metabolomics
- Metabolic consequences of spinal cord injury/extreme inactivity
- Physical activity and disease prevention/rehabilitation

Teaching: Exercise Prescription

Dr Sandy **Mandic (PhD, Edmonton, Canada)**

- Clinical exercise Physiology
- Physical Activity and Health
- Cardiac rehabilitation

Teaching: Physical Activity and Health

- ***Professional Studies***

Dr Mike **Boyes (PhD, Otago)**

- Outdoor education teaching and learning
- Leadership and decision making
- Risk and safety management
- Sail training

Teaching: Outdoor Education; Adventure Education

Associate Professor Lisette **Burrows (PhD, Wollongong)**

- Youth, identity, health and physical culture
- Critical analyses of PE curriculum and teaching
- Post-structural theory
- Critical obesity studies

Teaching: Analysis of Teaching; Physical Education Curriculum; Issues in Physical Education

Dr Tania **Cassidy (PhD, Deakin)**

- Pedagogy (teaching and learning)
- Physical education teacher education
- Physical education curriculum, politics and policies
- Coach education

Teaching: Sociocultural Foundations of Physical Education; Theoretical Perspectives of Physical Education and Health.

Dr Ojeya Cruz Banks (PhD, Arizona)

- Dance Anthropology, Education, Pedagogy
- Ethnography, Choreography & Performance
- Postcolonial Perspectives on Dance

Teaching: Dance Education, Dance Lab

Ms Alison East (MA, Otago)

- Curriculum design/assessment in the Performing Arts
- Cross-disciplinary learning
- Choreographic performance and theory
- Ecological dance education

Teaching: Dance

Dr Shayne Galloway (PhD, Indiana)

- Outdoor education and instruction
- Naturalistic decision-making and training
- Social Psychological aspects of adventure recreation
- Recreation resource management

Teaching: Outdoor Education; Adventure Education

Ms Marguerita **Lázár** (MA, Otago)

- Sociology of health
- Public health theory
- Sexuality and curriculum theory
- Philosophy of Education

Teaching: Sociology of Sport, Body Culture

- ***Sport and Leisure Studies***

Professor Douglas **Booth** (PhD, Macquarie)

- History
- Historiography
- Sociology of extreme sports
- Culture of the beach

Teaching: Philosophy of physical education

Dr Mark **Falcous** (PhD, Loughborough)

- Sport and the media
- Sport, globalisation and the local-global nexus
- Sport and social theory
- Interpretive methodology

Teaching: Sociology of Sport, Research Methods

Associate Professor Ken **Hodge** (PhD, Illinois)

- Sport motivation and performance enhancement in sport
- Sport-based life skill interventions
- Self-concept development and ‘character building’ in sport

Teaching: Psychology of Sport; Exercise Psychology

Professor Steve **Jackson** (PhD, Illinois)

- Globalisation and sport
- National identity and sport
- Media and Sport
- Sport, Advertising and consumer culture
- Sport and social policy
- Sports violence

Teaching: Sociology of Sport; Sport, Media and Culture

Dr Elaine **Hargreaves (nee Rose) (PhD, Wales)**

- Psychology of exercise
- Exercise motivation
- Affective responses to exercise

Teaching: Exercise psychology

Dr Mike **Sam (PhD, Otago)**

- Sport and leisure policy
- Theories of public policy
- Politics of Sports Management

Teaching: Sport Organisations, Sport and Leisure Policy

Dr Sally **Shaw (PhD, De Montfort)**

- Gender relations in sport organisations
- Critical approaches to sport sponsorship
- Inter and intra-organisational partnerships

Teaching: Organisational theory and organisational sociology in the management of sport and leisure organisations.

For more information about staff research interests see the annual Research Report published by the School of Physical Education. Some staff have personal homepages on the School's web site.

Section Five

Dissertation

5.1 General

The major focus of the BPhEd(Hons) degree is self-directed research leading to the production of a dissertation. Typically a dissertation is between 15,000 and 25,000 words. Students undertake research in an area of particular interest to them (in consultation with a member of staff who becomes the student's supervisor). The basic objectives of the dissertation are fourfold:

- To demonstrate comprehension of core concepts relating to the topic under investigation and to locate that topic within more general knowledge of the field of study.
- To choose an appropriate methodology and to demonstrate competence with respect to that methodology.
- To demonstrate the ability to analyse data and to draw appropriate conclusions.
- To communicate the nature of the research and the findings in a clear manner.

Most (but by no means all) research projects in Physical Education are empirical studies that involve:

- reviewing relevant literature,
- designing the research,
- preparing instruments (e.g., apparatus, questionnaires),
- obtaining suitable participants,
- collecting and analysing data, and
- writing a dissertation.

Each of these stages are discussed in detail in PHSE 391 Research Design and Analysis.

An important consideration in choosing a topic is practicality: students must be able to complete the project in the time available, and have access to the resources they need. Most supervisors will request a preliminary proposal to make sure you are on the right track and that your ideas are practical. Autonomy is a prerequisite for Honours research, but discuss your ideas with your supervisor before putting them into practice. Originality is also important. If you are replicating an earlier study, include new elements in your project that will demonstrate to the examiners your capacity to conduct original work.

Students are strongly encouraged to meet with their supervisors early in the third year (first year of the Honours programme). Different supervisors will make different demands on students with respect to frequency of meetings. This should be discussed early in the process. It is imperative that students feel they have adequate consultation with supervisors. A general guideline is one meeting per week.

5.2 Ethics

All students undertaking an empirical project must complete a School Ethics proposal form. This form is used to apply for School of Physical Education approval or to report that approval has been obtained from an appropriate committee outside of the School. Students and supervisors should be aware that external committees may take several months to consider certain projects and may deny approval, so should plan accordingly.

Approval from the University Ethics Committee is required in the following circumstances:

- the collection of personal information—information about individuals who may be identifiable from the data once they have been recorded in some lasting and useable format, or from any completed research;
- the taking or handling of any form of tissue or fluid sample from humans or cadavers (unless a Regional Health Authority Ethics Committee has jurisdiction to consider the proposal);
- any form of physical or psychological stress;
- situations which might place the safety of participants or researchers at any risk;

- the administration or restriction of food, fluid, or a drug to a participant;
- potential conflict between the applicant's activities as a researcher, clinician or teacher and his or her interests as a professional or private individual;
- the participation of minors or other vulnerable individuals;
- any form of deception which might threaten an individual's emotional or psychological well-being.

The University's Ethics Committee is accredited with the New Zealand Health Research Council (HRC).

Further information concerning the Ethics Committee or application procedures can be found on the University of Otago website under: Administration, Committees.

Research involving manipulation in any way of any nonhuman vertebrate animals, including the keeping of such animals in other than their natural habitat, requires ethical approval from the Animal Ethics Committee.

Students should seek the guidance of their supervisors in preparing and submitting their ethical proposals. No project may commence before ethical approval has been received.

5.3 School Support

By international standards, the School of Physical Education is extremely generous in its support for Honours students. All Honours students receive:

- a desk and shared office space,
- an account for research related expenses associated with computing, photocopying and stationery needs for their research. The availability of funds for Honours students to cover these expenses varies each year. Currently they are:
 - Third Year Honours students, \$50
 - Fourth Year Honours students, \$200
- access to computer resources (a School e-mail address, disc space and Honours computer room)

- access to laboratories and laboratory equipment. A full list of major equipment in the School can be found on the School of Physical Education Web Site:
<http://physed.otago.ac.nz/about/virtual.html> For further enquiries contact the Technical Team, telephone 479 9120,
- access to video and television resources (for project purposes),
- 24-hour access to your office.

5.4 Dissertation Layout

- *Structure*

Preliminaries:

- Title page
 - Abstract (up to 500 words)
 - Acknowledgements (if required)
 - Table of contents
 - List of tables
 - List of illustrations or figures
 - List of abbreviations
- } *if required*

Use lower case Roman numerals for Preliminary pages. The title page does not have a page number.

Text:

- Introductory chapter
- Main body of the work divided into chapters
- Final chapter which usually includes a summary, conclusions and any recommendations

Reference matter:

- Bibliography or references
- Appendix or appendices (if required)

Use Arabic numerals for Text and Reference pages.

Print only on one side of the page and leave the recommended margin (refer to Margins).

Begin each major sub-division, e.g. preface, table of contents, list of illustrations, individual chapter, etc, on a new page. Centre headings in capitals. Begin text on the third line below the heading. Indent paragraphs.

- ***Abstract***

Dissertations submitted for an Honours degree require an abstract of no more than 500 words. The abstract should consist of a statement of the problem, an explanation of the method and procedures, results, and a summary of conclusions.

- ***Quotations***

Quotations must correspond exactly with the original in wording, spelling, and punctuation. Enclose short direct quotations (not more than three lines in length) in quotation marks and incorporate into the text. Separate longer quotations from the text by placing them in single-spacing and indenting at both margins. Such blocks do not require quotation marks. Identify quotations within quotations, by using the opposite form, i.e., single quotation marks within double quotation marks or double quotation marks within singles. Omissions in quoted matter are indicated by three spaced periods . . . take extra care when omitting material not to alter the original meaning. Any interpolated comment should be enclosed in square brackets, e.g. [sic] to assure the reader that some error has been noted in the original.

- ***Citations***

In the sciences, including the social sciences, citations to the literature are inserted into the text as the reference is made. The humanities areas in physical education use endnotes and occasionally footnotes. Citations consist of the author's surname and the year of publication, enclosed in parentheses. Parentheses may enclose both the name and date, or just the date, depending

on the structure of the sentence where the citation is made. This practice, known as the Harvard system, is illustrated below.

- One author: Smith (1970) or (Smith, 1970)
- Two authors: Smith and Andrews (1970) or (Smith and Andrews, 1970)
- Three or more authors: Smith et al. (1970) or (Smith et al., 1970). Note that the first citation should include all authors.
- Same author, different years; list years chronologically beginning with earliest publication; Smith (1970, 1975, 1978).

If the use of the author's surname and year points to two or more identical references for different works, lower case letters are added after the year of publication to distinguish the references.

- Smith (1970a) or (Smith 1970a) for first reference in the text
- Smith (1970b) or (Smith 1970b) for second reference in the text, a different work.

Full citations for these sources should be listed in the Reference section of the dissertation.

Endnote and footnote style varies widely. The important point in notes is consistency. Consult the *Chicago Manual of Style* for guidelines and advice on using endnotes or footnotes.

- ***Numbers***

The generally accepted rule is to spell out exact numbers up to ninety-nine. However, the following exceptions should be noted:

- Use numerals for percentages and decimals, street numbers, page numbers and dates.
- Use numerals in technical or statistical discussions where groups of figures are used.
- Spell out a numeral at the beginning of a sentence.

- ***Tables***

Place Tables (any matter appearing in tabular form, such as statistics) as near as possible to the discussion relating to them; number Tables consecutively using Arabic numerals. Place the word TABLE in capitals and its number and caption title above the table, leaving the remainder of the page for source citation or explanatory notes. If the table occupies a full page, type the caption on the reverse side of the preceding page, facing the table to which it refers.

- ***Figures***

The term 'Figure' denotes graphic illustrations other than a table, e.g. photographs, maps, graphs, charts. The placing and numbering of Figures is the same as that for Tables, except the word FIGURE, its appropriate number and title, should appear below the figure.

Number Tables and Figures consecutively throughout the text; write their titles without terminal punctuation, one double-space below the word TABLE or FIGURE together with their numbers.

- ***Bibliography or References***

Dissertations following the Harvard system, give full citations for each source mentioned in the text in a bibliography section called References. Arrange references in alphabetical order by author's surname and secondarily by year of publication. Include only citations listed in the text in the References section.

Those following the Chicago system, construct bibliographies in different ways. Consult your supervisor for the most appropriate style.

- ***Appendix***

Appendices contain material that is not absolutely necessary to the text, or where whole inclusion in the text might break the flow of writing (e.g. the full copy of a questionnaire). Appendices may be sub-divided according to the class of materials included, in which case each appendix should be listed by capital letter and title in the Table of Contents.

- ***Bibliographical Citation Style***

You can save considerable time, and possible angst, by collecting all the necessary data for each citation when you first consult a work. Check with your supervisor about the citation style required. Below are some examples from the Harvard system.

- ***Book:*** Author's surname and first name or initials; year; title (in italics and as given on the title page); edition if other than the first; series (if applicable); place of publication; publisher.

Turabian, Kate L. (1973). *A manual for writers of term papers, theses, and dissertations*. 4th ed. Chicago: University of Chicago Press.

- ***Book in a Series:*** Cowan, Charles Donald. (1961). *Nineteenth-century Malay: the origins of political control*. London oriental series v.11. London: Oxford University Press.

- ***Edited Book:*** McLintock, A.H. ed. (1959). *A descriptive atlas of New Zealand*. Wellington: Government Printer.

- ***Monographs:*** Place monographs published by a sponsoring body under the name of that organisation.

Royal Society of London. (1914-15). *Catalogue of scientific papers 1800-1900*. Cambridge: Cambridge University Press.

- ***Chapter in Book:*** Kelly, G.M. (1970). In *A reader's guide to the social sciences*, pp. 41-88. Edited by B.F. Hoselitz. Rev. ed. New York: Free Press.

- ***Journal Article:*** List the author's name first, year, followed by the title of the article, title of the journal, the volume numbers, and inclusive page reference.

Archer, P.W. (1950). The tactile perception of roughness. *American journal of psychology*. 63: 365-73.

- ***Unpublished Works:*** Including theses.

Canvin, J.A. (1970). *Yugoslavs in Auckland*. Thesis. M.A. Anthropology, University of Auckland.

- ***Official Reports:*** Enter under the name of the issuing body, followed by the title, the name of the chairman of the report and publication details.

New Zealand. Commission on Education in New Zealand. *Report of the Commission on Education in New Zealand*. Chairman: Sir George Currie. Wellington: Government Printer.

- ***Newspaper Articles:*** Include author (if a feature article) headline, title of the paper, place of publication and date of issue. Page number is optional.

‘Pakeha II’, ‘Ocean Beach Dunedin. Surf-Bathing and its Requirements’, *Otago Daily Times* (Dunedin), 17 January 1911.

The definite article, although part of a newspaper title, is not generally included. A notable exception is *The Times* (London).

- ***Archival Material:*** To cite New Zealand archival material, refer to New Zealand, National Archives. *A summary of work, 1976-7*. Ref CD/2773/NH33.

5.5 Presentation

The following guidelines reflect in part, the University regulations concerning theses. These guidelines have been adapted, and should not be used in any way other than for Honours Dissertations (School of Physical Education).

- ***Physical Requirements***
- Dissertation front cover:
Users on 'Pooka'(G): Administration / 18 Student Undergraduate / Honours / Thesis Template Cover.doc
- The paper should be of good heavy quality A4.
- Insert a blank sheet of paper at the beginning and end of the dissertation.
- Set the Title page as given in the sample (refer to Title Page).
- Candidates should ensure that the text is readable and allow sufficient space around the text for examiners' comments. Right hand margins should be no less than 20mm; left hand margins (the binding margin) should be no less than 30mm (refer to Margins).
- Use double spacing.
- Use a clear font.
- Print on one side of the page only.
- Number pages consecutively.
- Fold extra large maps so that they open outwards to the top and right. If there are a number of maps, place them in a pocket or specially made case. The binder should be notified of any folded matter so that necessary allowance can be made for trimming.
- Where possible, photographs should be made the same size as the text (A4), and preferably on single weight matt finish paper. Photocopy or scan small photographs onto an A4 sheet or incorporate them electronically into the document.

- ***Photographs***

Software packages such as Photoshop allow you to digitally scan photographs and insert them into documents.

- ***Binding***

Dissertations must be bound in cloth (oversewn, rounded and backed) by a bindery and not stapled or glued together. The University Bindery is located at 109 Leith Street. Students should discuss their requirements with staff at the Bindery, noting that costs vary depending on the number of copies required and the time taken to complete the job, including any special features, e.g. separate pockets for folded maps. The size, thickness, of the thesis may limit the spine title. Check with the Bindery first (generally 50 character spaces which includes the title of the dissertation, name of author and spaces).

5.6 Submission

Two soft-bound copies of the dissertation must be delivered to the Administration Manager at 46 Union Street West by 4.00 pm, 1 October.

In addition to the two soft-bound copies, a hard-bound copy should also be submitted. In the absence of a hard-bound copy, students must present proof (e.g. a receipt) that their dissertation is in the process of being hard-bound. It is also customary for students to present their supervisor with a hard-bound copy of their dissertation.

Only in the rarest of circumstances will this time and date be extended. Many problems in presenting a dissertation result from a hurried finish and students should carefully plan their year to avoid rushing in the final days before submission. Remember that there are heavy demands on computing facilities in late September. Computer failure or temporary unavailability will not be accepted as reasons for late submission. Students should allow plenty of time to finish.

Students may use the facilities in the office at 46 Union Street West to soft-bind their dissertations. Students unfamiliar with the binding machine should speak to the Administration Assistant (Projects).

- *Title Page Layout*

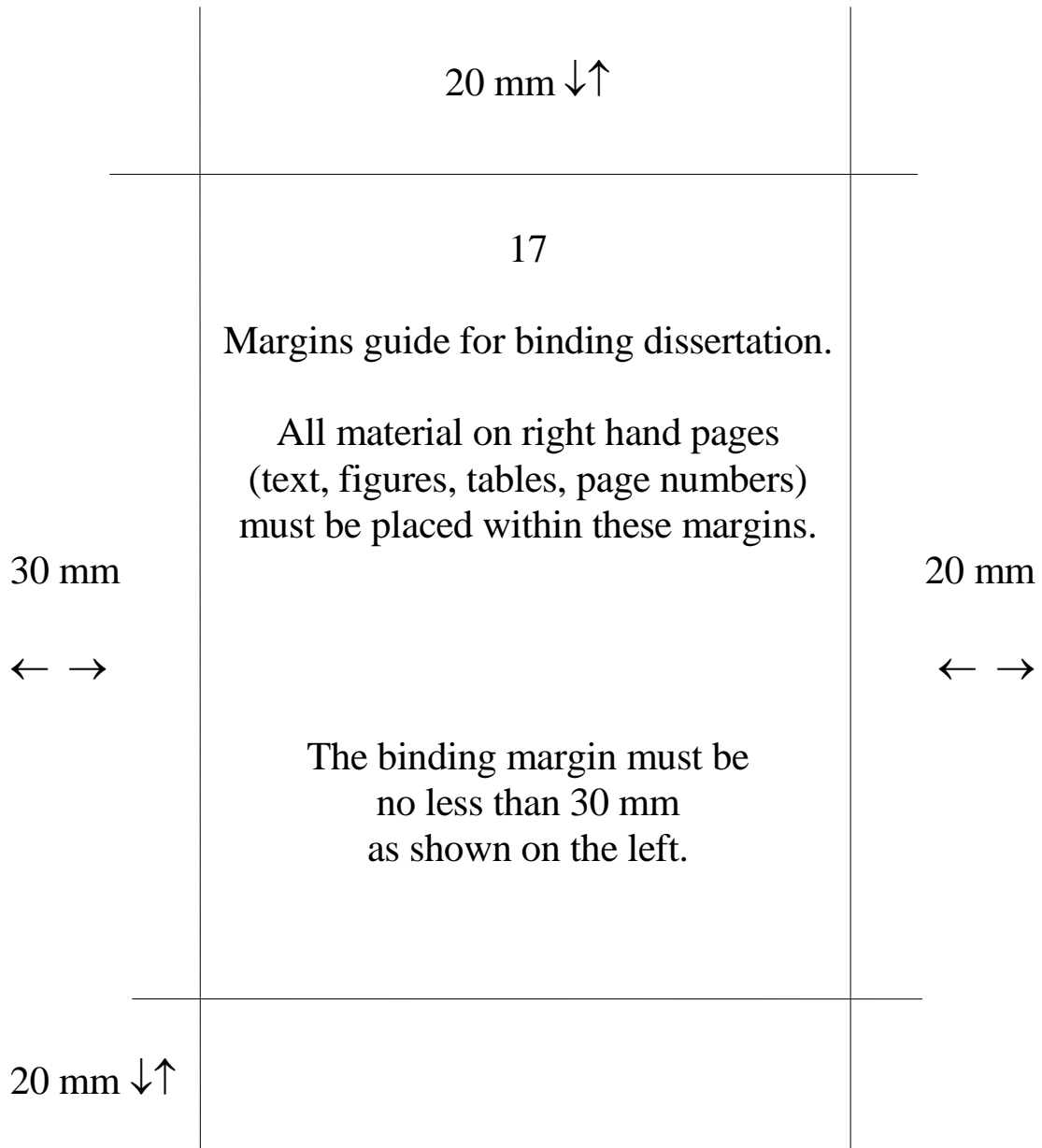
Title of Dissertation

Author

A dissertation submitted in partial fulfilment of the requirements
for the degree of Bachelor of Physical Education with Honours at
the University of Otago, Dunedin, New Zealand

(Year)

- *Margins*



5.7 Examination

Dissertations are examined by the supervisor and one other member of staff. The latter may be from outside the School of Physical Education. Criteria for the allocation of marks and grades are listed in the Table below.

Criteria for the Allocation of Honours Marks and Grades

A. Comprehension of topic and field	B. Methods and techniques
A1 Basic comprehension of core concepts relating to topic and limited location of the topic within more general knowledge of the field of study.	B1 Obvious limitations of the methods selected in relation to illuminating the research problem, evidence of limited technical competence and some technical errors in collection resulting in poor data.
A2 Satisfactory comprehension of core concepts and information relating to topic though limited location of the topic within more general knowledge of the field of study.	B2 Generally sound selection of methods in relating to illuminating the research problem, evidence of sound technical competence with some errors in collection affecting the quality of data.
A3 Good comprehension of core concepts and information relating to topic and location of the topic within more general knowledge of the field of study.	B3 Clearly appropriate and relevant methods selected in relation to illuminating the research problem, evidence of sound technical competence resulting in the collection of good data..
A4 Excellent comprehension of core concepts and information relating to topic and creative and/or insightful links to more general knowledge of the field of study.	B4 Clearly appropriate and creative methods selected in relation to illuminating the research problem, evidence of mastery of techniques resulting in the collection of excellent data.

C. Analysis and interpretation of data	D. Written expression and structure of dissertation	Standard
C1 Generally ineffective analysis of data; draws some inappropriate conclusions; some errors in referencing with limited relevance to interpretation.	D1 Reasonable sentence construction but with occasional lapses, limited vocabulary, organisation of material does not consistently address the topic, regular grammatical and spelling errors.	3 rd Class (50-59%)
C2 Correct but not always systematic analysis of data, draws conclusions that shows limited insight, correct referencing that contributes generally to interpretation.	D2 Reasonable sentence construction and appropriate though limited vocabulary, some organisation of material to address the topic, generally correct grammar and spelling.	2 nd Class Division II (60-69%)
C3 Systematic and effective analysis of data, appropriate interpretations and defensible conclusions that have some potential to contribute to knowledge in the field, correct referencing that contributes to the quality of interpretation.	D3 Good sentence construction, vocabulary and organisation of material that addresses the topic effectively, few minor grammatical or spelling errors.	2 nd Class Division I (70-79%) (No 1's; more 3's than 2's)
C4 Systematic and effective analysis of data, insightful and creative interpretations, conclusions that have clear potential to contribute to knowledge in the field, referencing contributes clearly and specifically to the quality of interpretation.	D4 Clear, concise and economical writing, wide vocabulary, excellent organisation of material illuminates topic directly, consistently good grammar and spelling.	1 st Class (80-100%) (No 2's; more 4's than 3's)

Where examiners disagree on the final mark and grade, the Honours Coordinator may send the dissertation to a third examiner.

The Graduate and Honours Committee has advised staff that they should write their reports in expectation of making them available to students. Students wanting copies of their reports should contact the Administration Assistant (Projects), once the result has been published.

5.8 Final Grades

The final grade for the awarding of the Honours Degree is based on a weighted ratio of 50 per cent papers (120 points) and 50 per cent dissertation (48 points).

To receive First Class Honours, the dissertation (PHSE 491) must earn an A- or above (i.e., 80 per cent or above). Papers alone, irrespective of grades, cannot elevate the Degree to a First Class award.

Papers making up 50 per cent comprise:

- PHSE 391 (24 points),
- PHSE 471 (24 points),
- Two 300-level papers, associated with the dissertation/major, taken in the third year of the programme (36 points),
- Two 300-level or 400-level papers, associated with the dissertation/major, taken in the fourth year (36 points).

Section Six

Further Information

Students seeking more information should:

- speak to current Honours students (who can advise about workloads, styles of supervision, and so forth);
- consult School Research Reports (for more details of the research interests of potential supervisors);
- speak directly with potential supervisors (to brainstorm ideas for research and to ascertain the suitability of proposed research);
- consult the current University *Calendar* (for a full list of current rules and regulations pertaining to the Honours programme);
- speak to the Honours Coordinator or any member of the Graduate and Honours Committee (for clarification or advice on relevant issues. For contact numbers see pages 1 of this Guide.).