Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

APPENDIX GA36c

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	**Dominic Davies**	**Student ID number:**	**2013014**
Programme:	**BSc Health, Nutrition and Lifestyle / BA Physical Education / BSc Sport and Exercise Science / BA Outdoor Adventure Education**		
Module:	**Independent Project**		
Module code:	BMSS6007	**Contribution to Overall Module Assessment (%):**	**10%**
Lecturer:	**Alison Connaughton**	**Internal Verifier:**	**Dylan Blain**
Assignment Title:	**Project Proposal:**	**Word count (or equivalent):**	**1500 Words**
Submission deadline:	**28th of October, 2022**	**Return date of provisional marks & written feedback:**	**25th of November, 2022**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark.** Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

“Is the growing use of technology a major contributor to obesity levels in young people?”

Introduction

There is absolutely no doubt that technology is advancing at an astonishing rate. From 20 to even 15 years ago having a mobile phone was seen as a privilege, however a study conducted in 2020 showed that more than half (53%) of the children in the UK had access to a mobile phone. The majority of these children were aged seven, which is a real eye opener. The privilege that used to be owning a mobile phone has now become socially accepted as being normal, even for those who are of a young age. Children are now born into a world where they are instantly surrounded by and grow up around many forms of technology whether it be televisions, games consoles, tablets or mobile phones. Of course, these gadgets have their benefits such as providing entertainment at the click of a button or the touch of a screen, however they also come with their negatives. Sedentary lifestyle patterns in children and adolescents, i.e using games consoles, computers or watching TV have been associated with obesity (Rey-Lopez et al., 2007). This is due to a lack of movement or exercise, as the use of technology for means of entertainment hinders that. This is a growing concern as a children are becoming less physically active, which is linked to weight gain due to lack of movement and it can potentially lead to obesity.

Obesity is a complex disease and not just a cosmetic concern, it increases the risk of diseases and health problems such as heart disease, diabetes, high blood pressure and certain cancers (Mayo Clinic, 2021). Obesity is a growing concern worldwide, especially in children. This is known as childhood obesity. Reports have even highlighted the severity of childhood obesity by stating that: “today’s generation of children will be the first for over a century for whom life expectancy falls” (Hills, King and Armstrong, 2007). Children in previous generations would have grown up playing outside with their friends, rather than playing online with their friends. More and more parks and playgrounds are now empty. Although the finger can be pointed at poor diets and an increase in consumption of processed meat or sugary snacks for the reason children are gaining weight, physical activity seems to be at a decline and there is evidence that time spent in sedentary pursuits such as watching TV is increasing which may be linked to rising obesity levels (Fox, 2004). This comes as no surprise as children born in this digital era won’t be as familiar with active play as those in generations before them.

I believe that this topic is an area worthy of study due to the fact that in this day and age it is a very relevant topic as technology continues to advance more rapidly than ever and more people rely on it now than ever before. I feel that it is important to explore this question now due to the fact that technology is going to continue to

evolve in the future so it is important to establish any links to technology and obesity now in order to explore and address issues in the near future. It's a relatively recent issue and therefore more research needs to go into it so I feel like it is a good opportunity to explore this topic and establish any links between technology use and obesity levels in young people.

The main limitation to this study is that it is a relatively recent topic to explore. It is something that has only really been relevant for the last 25 years or so, a technological advancement has been rapid and more widespread during this period of time. However, research has already been put into topics such as living a sedentary lifestyle, childhood obesity and technology so links can be established between them in order to help answer the question.

Aim

To determine whether there is a link between the growing use of technology and obesity levels in young people.

Objectives

- To explore how much technology has evolved in recent years.
- To explore technological use in young people in the present day compared to the past.
- To identify and research if there is a link between the use of technology from a young age and living a sedentary lifestyle.
- To identify and research if there is a link between increased technological use and the risk of obesity in young people.

The first objective looks to discuss and explore how much technology has evolved in recent years as well as how fast it has advanced, comparing pieces of equipment that we use today to the equipment used in the past. It will be interesting to see how drastic the change in technology is and how much this has changed our lives on a day to day basis.

The second objective explores how young people today use technology compared to how they used it in the past. It will be interesting to see the differences in technology, how frequently technology is/was used, who had access to technology in the past compared to now and overall the differences in today's world compared to then.

The third and fourth objectives seek to establish a link between the use of technology and living a sedentary lifestyle. The aim is to find out if technology does

indeed lead to an increase in the risk of living a sedentary lifestyle, which in turn could establish a link between technology use and obesity in young people.

Methodology & Data Analysis

I have decided that in order to answer the question at hand I will need to conduct a research method that is quantitative, due to the fact that the main body of my research will be comparing and linking statistics and data that have been collected regarding the topics of obesity, sedentary lifestyles and technological use. This data will be secondary data, due to the fact that gathering data through interviews or using participants in this age category to collect data would be difficult regarding this field of research as it is a recent topic and is something that would need more time in order to collect reliable data. However I do plan on constructing a questionnaire to gather opinions regarding the question at hand, this will be sent to those with experience and knowledge in this field in my local area. I will use their expertise and experience and take them into consideration when establishing links.

I will be using data from professional health organizations, reliable studies and expert researchers in order to explore my fields of research. I will be exploring the development and advancements of technology and how much it has evolved in recent years. This includes researching information regarding factors such as the percentage of children that use/rely on technology daily and what technology is used for now compared to the past. I will also be exploring what technology is used for now that can increase the risk of living a sedentary lifestyle that perhaps past generations would not have experienced. This will help me to establish any links between technology that perhaps did not exist in the past that exists now that may contribute to increasing obesity levels.

I will then use the information and data that I have gathered in order to establish a link between the use of technology in young people and the risk of them living a sedentary lifestyle as they grow up, and using this data I will then link the use of technology towards the risk of obesity in young people. This way I can determine if technology use does indeed lead to a sedentary lifestyle or not and from this I can establish a potential link between living a sedentary lifestyle and increasing the risk of obesity. I can then link this data to the question at hand and ultimately provide an answer using the evidence I collect.

Proposed Timetable for Completion

ASAP	Complete the ethics form for the questionnaire.
October	Submit proposal.
December/January	ComplMarch ete literature review, complete research in each topic in order to establish links between them to answer the question.
January/February	Use the answers from the questionnaire to add to my research.
March	Carry out necessary amendments and ensure that the dissertation is up to scratch.
April	Submit the dissertation.

References

Fox, KR (2004) Childhood obesity and the role of physical activity, *Journal of the Royal Society for the Promotion of Health*, 121(4), pp. 34 - 39

Hills, A.P., N.A. & Armstrong, T.P. (2007) The Contribution of Physical Activity and Sedentary Behaviours to the Growth and Development of Children and Adolescents, *Sports Med*, 37, pp. 533 - 545

Mayo Clinic Staff (2021) *Obesity*. Available at: <https://www.mayoclinic.org/diseases-conditions/obesity/symptoms-causes/syc-20375742#:~:text=Obesity%20is%20a%20complex%20disease,blood%20pressure%20and%20certain%20cancers>. (Accessed 26 October 2022)

Rey-Lopez, J., Vicente-Rodriguez, G., Biosca, M & Moreno, L, A. (2008) Sedentary behavior and obesity development in children and adolescents, *Nutrition, Metabolism and Cardiovascular Diseases*, 18(3), pp. 242 - 251

WARC staff (2020) *Most children in the UK own a mobile phone by age seven*. Available at: <https://www.warc.com/newsandopinion/news/most-children-in-the-uk-own-a-mobile-by-age-seven/43179> (Accessed 26 October 2022)

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	25	
2. Knowledge and Understanding Skills		
	25	
3. Cognitive and Intellectual Skills		
	30	
4. Practical Application Skills		
	10	
5. Transferable Skills for Life and Professional Practice		
	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**		**%**
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent ar systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced sch They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptua and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgeme questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have le extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manag make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropria demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal re in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional o

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCE (1st / Di
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engage with an extensiv of relev credible literatur informe latest re Consist accurat applicat referen
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excelle coherer detailed knowle systema underst the prin and the current and sch Clear a of chall establis views a limitatio knowle
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic,	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity	Excelle thinking analysis synthes evaluat Ability t investig contrad incomp informa make s persuas argume

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argument and judgement.)	Unsubstantiated generalisations, made without use of any credible evidence.	made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	sophisti judgem Some e of indep thought ability t beyond questio suggest grasp o broader wider c
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An adva applicat range o method materia and/or techniq The cor the app well cor and ins Applica deploy extend establis conven Can ide comple problem propose excelle solution Innovat creativi evident
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures:	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of	Can commu profess confide consist suitable Work is coheren fluent a present profess Can wo autonor with init

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individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Where can wo profess within a showing leaders as appr managi conflict meeting obligati Demon excelle graduat employ skills ar appetite further develop