



LEVEL 4

SEMESTER 1 & 2

MODULE CODE: SHSS4062
PROFESSIONAL DEVELOPMENT AND PRACTICE

ASSESSMENT TYPE: ASSIGNMENT

ASSESSMENT/COMPONENT: 1

COMPONENT WEIGHTING: 50 %

WORD COUNT: 1500 WORDS

MODULE TUTOR: GERAINT FORSTER

Task

Choose **ONE** of the essay titles allocated to your degree group below, and using **relevant and reliable research** to support your points, write a 1500 word essay on that topic. Pay particular attention to the **structure and referencing** of the essay, as these correspond to a large proportion of the available marks. Please refer to your lecture notes on referencing and essay writing in order to ensure you are following the correct format – you must reference as described in the UWTSD Harvard Referencing Handbook.

SUBMISSION DETAILS: Submit via turnitin by 3:00pm on 1st November 2019

Essay titles (please choose only ONE of these, from the relevant options for your degree):

BA Physical Education:

1. Discuss the advantages of children learning outdoors.
2. Discuss whether Physical Education should be a compulsory part of the school curriculum.
3. Discuss the health promotion role of Physical Education.

BA Outdoor Adventure Education:

1. Discuss the components of a good essay, and identify common mistakes to avoid.
2. Discuss the key features of an "adventurous" activity.
3. **Discuss whether there really is a need for children to play freely outdoors.**

BSc Health, Nutrition and Lifestyle:

1. Discuss the components of a good essay, and identify common mistakes to avoid.
2. Discuss the role of Registered Nutritionists, Registered Dieticians, Nutritional Therapists and other professions who offer dietary advice in the United Kingdom. Consider the inequality in qualifications and codes of conduct in relation to the above.
3. Discuss the causes of the so called 'obesity crisis' facing the UK.

BSc Sport Therapy:

1. Discuss the components of a good essay, and identify common mistakes to avoid.
2. Discuss why the Society of Sports Therapists should be statutory regulated by the Health Care and Professions Council.
3. Discuss the role of a pitchside first aider in managing complex sports trauma.

Sport, Health & Outdoor Education

Assessment Feedback Sheet

Student No./Name: 1902249 Andrew Jones

Module: Professional Development and Practice

Module Code: SHSS4062

Personal Evaluation – to support your academic progress please complete the section below <u>BEFORE</u> submitting your work.	
What do you consider to be the best aspects of this work?	Being able to find relevant and varied sources to support the assignment question and being able to link them together to provide a solid argument.
Which aspects do you consider could have been improved in this piece of work?	The conclusion is my weakest area. I feel I struggled to concisely sum up the argument without going over the same points and much the same way as the main body of the essay.
What have you found most satisfying whilst undertaking this submission?	Having been through Forest School training, and being a proponent of learning through play, I've enjoyed being able to validate my own experiences with highly regarded agencies.
	GRADE

ASSESSMENT CRITERIA		Poor 0-25%	Unsatisfactory 26-39%	Satisfactory 40 – 49%	Good 50 – 59%	Very Good 60 – 69%	Excellent 70 – 85%	Exceptional 86– 100%	%
Essay content and quality of resources used	1								30%
Referencing within the essay	1								20%
Correctly constructed reference list	1								20%
Structure of essay and clarity of writing	1								30%
It is expected that students will present work that is proof read, correctly referenced and adheres to the Assessment Checklist . Therefore a range of 0 – 10 marks will be deducted for non-completion of any of the points on the checklist below .									
TUTOR COMMENTS:									
Submission date: 1/11/19 via Turnitin		Return date: 8/11/19 (at least within 4 weeks)		Tutor:			Mark:		

Assignment Checklist

- ☐ Please complete the **Personal Evaluation** section of the Assessment Feedback sheet, add your name and details, and paste the whole of this assignment document into the front of your assignment
- ☐ Submission is a **single .pdf file, clearly labelled** with your name and module code
- ☐ Font style - Times New Roman, size -12 for text and 14 for headings
- ☐ Ink colour – black only
- ☐ Line spacing – 1.5 line spacing and 2cm- 2.5cm page margins
- ☐ Quotations more than three lines to be indented 1 line spacing
- ☐ One line space between paragraphs, paragraphs must be left aligned
- ☐ Pagination (your assignment should have **page numbers**)
- ☐ All tables and figures are internally referenced and have a title
- ☐ **Word count** checked and written at end of text (before references and any appendix)
- ☐ Assignment is within 10% of the word limit (excluding references and any appendices)
- ☐ **All** references in the text are included in the reference list
- ☐ **Correct referencing as described in UWTSD Harvard Referencing Handbook on the Library website** <https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/library-and-learning-resources/infoskills/harvard-eng.PDF>
- ☐ Correct spelling and punctuation, using **UK English**
- ☐ Grammar and syntax correct- double check anything that has a green line under it
- ☐ I have read my assignment out loud to myself and it makes sense and is easy to read
- ☐ Somebody else has read my work and it makes sense to him or her!
- ☐ **I have checked and I have not plagiarised**

Failure to follow these guidelines will cost you marks!

Discuss whether there really is a need for children to play freely outdoors.

There is a clear need for children to have free play outdoor as this essay will clearly show. By drawing on information, legislation and resources from various agencies that are not necessarily connected by anything other than their sole agenda of furthering the development and wellbeing of children internationally, the aim is provide an unbiased overview of why free play is essential with proof by providing information about the benefits to not only the child but society in general. In the main body of the essay you will find abbreviations – in order that you will come across them - that will be explained here. This is done to provide a concise and clear structure to the essay so the focus can be on the content rather than the terminology. National Child's Bureau (NCB), United Nations (UN), International Play Association (IPA), Forest School Association (FSA),

This essay is based on Play England's definition of 'free play' and their research into child development. Play England are part of the NCB who were founded in 1963 to campaign for children's welfare across many fronts. Play England have a more singular vision, in that it campaigns for all children and young people to have freedom and space to play throughout childhood. (What we do. Play England) Their definition of free play followed by how it relates to child development is as follows:

"... children choosing what they want to do, how they want to do it and when to stop and try something else. Free play has no external goals set by adults and has no adult imposed curriculum."

"Children are highly motivated to play... All aspects of development and learning are related in play, particularly the affective and cognitive domains." Goodall, Griffiths and Santer (2007)

Such is the importance of play, on November 20th, 1989, 140 delegates of the UN signed the Convention on the Rights of the Child – article 31 specifically recognising the right of play for children internationally, and that state parties have an obligation to not only respect and promote play, but also provide equal opportunities for play in its various forms. This became effective as of September 2nd, 1990. Presently 196 countries have ratified it, the UK being one. The convention itself came from the IPA's Declaration of the Child's Right to Play in 1977 with revisions in 1982 and 1989. IPA's declaration sets out a framework of what play is, trends that are affecting the

provision of play, and proposals for action to increase the accessibility of play opportunities for all children. They recognise the importance of play in all parts of child development and refute the assumption of it being a way to pass time. They consider it to be on par with the need of education, health, nutrition and shelter. The child's right to play. (IPA World.)

In 1993 a delegation of early years practitioners from Bridgwater College visited a Forest School in Denmark. What they saw were children actively participating in woodlands on their own merit in a much less structured fashion compared to anything in the UK at the time. While this approach to education may have been cutting edge in the UK in 1993, it had been in practice in Denmark since the 1950s though not necessarily referred to as 'forest school'. Within the wider Scandinavian countries this concept has existed since the 19th century; Norway have 'friluftsliv' which is more of an all-encompassing ethos of families spending time outside which no set agenda. A day can be spent picking berries, tracking animals, fire-craft, or simply walking through woodlands. The focus here is that it is unstructured and the individual family members get what they want out of it by putting their energies into what interests them at any given moment. Sweden has 'skogsmulle' which is much more like the Danish concept of forest school. Once the Bridgwater staff returned to the UK, they set about creating their own version of forest school, taking heavy inspiration from what they had seen in Denmark – this becoming the foundation for all forest schools now in the UK.

"The Forest School Association is the professional body and UK wide voice for Forest School, promoting best practice, cohesion and '**quality Forest School for all** '." McCree and McCree. (2012)

Created in 2012, the FSA are now the governing body for all forest school qualifications. Prior to the body's creation, a consultation took place in 2011 regarding its formation. The forest school community at the time agreed upon an ethos and defined it with 6 principles with best practice determining what forest school is.

"6. Forest School uses a range of learner-centred processes to create a community for development and learning.

- Play and choice are an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School." Good Practice. FSA (2012)

Forest school contains a range of traditional outdoor activities such as campcrafts and whittling, to more artist pursuits like using natural resources (leaves, clay and deadfall wood) or simply jumping

in puddles and tree climbing. Though a practitioner will typically go in with a plan, the emphasis is always on it being child led activities and the practitioner will always seek to facilitate the child's journey wherever it may be going at that moment in time. This style of engagement means that the child's chosen pursuit of an activity or even the activity itself as it's important to note that a child is not boxed to what the majority are doing, and can guide themselves away to something else, is always relevant and meaningful to them; imagination, creativity and an element of risk is encouraged which allows the child ownership of their actions. Over the past 30 years there has been much research into learning through play, with the outcome being that the most important part of human development is from birth to roughly 8 years of age, and while physical development is huge part of this, the emotional connections gained here are just as important. Cognitive skills and social interaction are just two factors that help define a child's success in their lifetime. It is widely agreed that the speed of learning at this period will never be equalled in a child's life again. Thus, it is important that the opportunities for development are maximised to allow for all children to reach their potential. UNICEF Lego foundation learning through play. (UNICEF, 2018)

Despite the amount of research and evidence linking the importance of play to development, outdoor play in the UK is still on the decline. There are many factors for this; an increase in sedentary lifestyles, a change on focus within traditional education outcomes leading to less time spent outdoors and more time focussed on measurable outcomes, a decline in quality outdoor play areas. The consequences of this are expansive; obesity is on the rise as a direct result of these factors, but when measured against outdoor play specifically there is also a causal relationship between a decrease in strength and co-ordination and also a suggestion that the outdoors plays a key component in strengthening immune systems. Anecdotal evidence suggests that children who spent time at nurseries where they spend a large portion of their time outside have better overall attendance due to a decrease in illness related absences. Children in the outdoors. Muñoz, S-A. (2009)

The conclusion, therefore, is that free play outdoors has immeasurable benefits for children and that there is an absolute necessity for it, especially when consideration is given to the climate change and the need to impart an understanding on their place in nature. This can only be done with lifestyle changes done from a young age on a continual basis in a way that children can buy into on their own terms. The developmental benefits cannot be dismissed when play helps build social connections and helps create understanding and a sense of place within community in turn helping children understand themselves and their own needs. It helps develop a sense of risk, of cause and effect and how their own actions influence the world around them. The health benefits, though

obvious, seem to be pushed aside in traditional educational institutions as the focus from the government is on measurable outcomes that now take more and more time away – but with increasing research and evidence highlighting the importance of even just getting outdoors and its positive effects on reducing stress and increasing concentration in children, there appears to be a shift towards embracing these learnings and providing more opportunities for children return to a more nature style of learning. On top of the classroom-based benefits, outdoor play helps combat obesity and by consequence illnesses caused by obesity, as well as increasing children’s confidence in their own ability as it helps maintain strength, co-ordination and physical ability. (word count; 1452.)

Reference list

Forest School Association (2012). *Good Practice*. Available at: <https://www.forestschoollassociation.org/full-principles-and-criteria-for-good-practice/> (Accessed: 29 October 2019)

McCree, J. and McCree, M. (2012). *History of Forest School*. Available at: <https://www.forestschoollassociation.org/history-of-forest-school/> (Accessed: 29 October 2019)

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International Play Association. *The child’s right to play*. Available at: <http://ipaworld.org/childs-right-to-play/the-childs-right-to-play/> (Accessed: 29 October 2019)

Muñoz, S-A. (2009). *Children in the Outdoors; A literature review*. Available at: <https://www.ltl.org.uk/wp-content/uploads/2019/02/children-in-the-outdoors.pdf> (Accessed: 29 October 2019)

Goodall, G., Griffiths, C. & Santer, J. (2007). *Free play in early childhood; A literature review*. Available at: <http://www.playengland.org.uk/media/120426/free-play-in-early-childhood.pdf> (Accessed: 29 October 2019)

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<https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf> (Accessed: 29 October 2019)