

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 Dietitians, 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: 1800402 / Dominic Hole

Module: Professional Development and Practice

Module Code: SHSS4062

Personal Evaluation – to support your academic progress please complete the section below BEFORE submitting your work.									
What do you consider to be the best aspects of this work?	Provides good detail into the different features								
Which aspects do you consider could have been improved in this piece of work?	Could have included more references from journals								
What have you found most satisfying whilst undertaking this submission?	Reading up on different authors' perspectives on adventure and adventurous activities								
ASSESSMENT CRITERIA	Learning Outcome	GRADE							
		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!**

2. Discuss the key features of an "adventurous" activity.

This assignment will focus on discussing various key features of 'adventurous' activities. Adventures are typically undertaken by people who "are fortunate enough to live in relative comfort and stability" and are seeking "uncertainty, spontaneity, and physical activity in the fresh air" (Beames, Mackie and Atencio (2018, p.5). Several definitions of adventure will be provided. In this assignment definitions of adventure will be given and examples of adventure will be used, these are used in the context that activities done involving adventure are adventurous activities. The difficulties of providing set features of 'adventurous' activities will be discussed as the features involved in an adventurous activity need to be relative to the specific person doing the activity (Beames, 2013). Included in these discussions will be the features of risk (Goldenberg, 2001), challenge and uncertainty as supported by Mortlock (1984) and Priest (1999). Adventure relativity will all also be included in these discussions.

In the Oxford Concise Dictionary, adventure is defined as "an unusual, exciting, or daring experience" (Soanes and Stevenson, 2008, p. 18). Beames, Mackie and Atencio (2018, p.6) defined adventures as "planned, challenging experiences that feature a degree of unpredictability and which demand certain physical and mental skills to undertake".

In the above definition provided by Beames, Mackie and Atencio (2018) "unpredictability" is cited as one of the features of adventure. There is wide support within the field of adventurous activities that unpredictability is a key feature. British adventurer and educator Colin Mortlock (1984), while talking about his work with the younger generation describes a thirteen-year-old girl kayaking in a grade IV rough river World Championship, he said this epitomised adventure and claimed that "adventures involve a degree of uncertainty" (p.14). Adventure can be described as "an experience that involves uncertainty of outcome" (Hopkins and Putnam, 1993, p. 6). Priest (1999) suggests "the outcome of an adventure is uncertain when information (critical to the completion of a task or the solution of a problem) is missing, vague, or unknown". For this reason many activities deemed to be adventurous, for example; climbing, mountain biking and kayaking (such as down a grade IV rapid) could be classed as 'uncertain' or 'unpredictable'. Unpredictable situations may be caused by many factors, including skill level of the participant, unfamiliarity with the area, physical environmental changes affecting the condition of the normal routes and features, variants in the weather, and human factors. For example, a climber on a new climb would be in an unpredictable situation when climbing a new

rock feature as they will not know where their next handhold or foot hold is until they get to that point. This may mean they have to adapt their route to reach the top. A mountain biker does not know what hazards lie around the next corner of a downhill track, due to natural factors such as a landslip, broken tree or flooded section from heavy rains. The river levels being higher or lower may cause the kayaker to be in an unpredictable situation as it can create new unforeseen hazards. These ‘unpredictability’s’ are common across a very wide range of ‘adventurous’ activities.

A key aspect of adventurous activities is that “the meanings that individuals attach to certain activities are relative” (Beames and Pike, 2013, p. 2). This aspect of personal relativity causes difficulty in defining the exact features of ‘adventurous’ activities, however, it can equally be argued that personal relativity can itself be a feature of ‘adventurous activities’. This relativity can be explained by saying “what one person deems adventurous may not be to another person” (Beames and Pike, 2013, p.2). A good practical example of this, given in the book ‘Adventure and Society’ is “skiing down a couloir high in the Rocky Mountains might be routine for a ski guide”, however, “for an intermediate resort skier, standing at the top of a couloir would be a crisis” as they are too inexperienced to ski steep gullies (Beames, Mackie and Atencio, 2018, p.5). This aspect of personal relativity as a feature of adventurous activities is explained well by Priest (1999)’s adventure experience paradigm model which is built on Colin Mortlock’s original four stages of adventure model – play, adventure, frontier adventure and misadventure (Mortlock, 1984). This relativity causes issues defining set permanent features of adventurous activities. This is due to the fact that each person’s ‘adventurous’ activity may be classed differently and as such there are different features and levels of risk for each person. For example, a professional climber free climbing in Yosemite National Park will be undertaking an adventurous activity relative to their personal skills and experiences. Equally a novice climber using a harness while being belayed and observed by an instructor at their local climbing wall will also be undertaking an adventurous activity at their relative level. However, the set features of these activities are different, especially the feature of risk. The professional climber is climbing with a much higher degree of ‘risk’ than the novice climber despite the fact they are both participating in adventurous activities, in the same sport. Therefore, we cannot definitely claim that the key feature for *all* adventurous activities will be risk. This relative nature of adventurous activities is also cited as being a criticism of Goldenberg (2001)’s claim that adventures should have inescapable consequences. Adventure relativity is a criticism for this, as if you put someone in a situation where they cannot escape the consequences such as if you put

the novice climber in a situation without the instructor and harness, in the adventurous activity zone where the professional climber was climbing, then the novice is most likely to come to harm and would be in Mortlock (1984)'s category of misadventure. This may result in possible injury but could potentially cause them to be put off participating in this adventurous activity in the future which would be a negative feature of adventurous activities.

Another feature of adventurous activities is that they challenge and demand the best of the people participating. In the above definition at the start of this assignment given by Beames, Mackie and Atencio (2018) "challenging experiences" are one of the key features cited in their definition of adventure. Colin Mortlock (1984, p.19) the British climber cited earlier on in this assignment said in his book 'The Adventure Alternative' that adventures "demand the best of our capabilities – physically, mentally, emotionally." Mortlock (1984, p.19) also states that the reason we challenge ourselves so hard is that if we are successful we will be rewarded with "feelings of exhilaration and joy". In 2010 Gunnar Breivik created a list of shared features among adventure sports. Among his list of features he included that adventure sports must include "elements of challenge" (Breivik, 2010). This idea of adventures challenging us links in with Mortlock's stages of adventure as Mortlock claims that stage 3 (frontier adventure) is the stage at which people "experience the peak experience" (Mortlock, 1984, p.25). This supports challenge as a feature of adventurous activities as any person participating in stage 3 would definitely be challenging themselves to complete an activity (Mortlock, 1984). Mortlock (1984)'s idea that we are rewarded by positive emotions is also supported by Breivik (2010)'s list where it says there are "elements of excitement". Goldenberg (2001) said that activities are usually defined as adventurous if they involve challenge. These combined pieces of evidence create a compelling case for 'challenge' as a key feature of adventurous activities.

In conclusion three of the key features for all adventurous activities are unpredictability, relativity and challenge. These three factors together encourage people to participate in adventurous activities and to enjoy the social, physical and mental benefits. The element of unpredictability (uncertainty) provides a sense of adventure in the unknown, excitement, regular new experiences and an adrenaline rush for participants. The aspect of relativity means that the level of adventure is relative to a person's personal experiences and skill set. This means that most people can find activities which are adventurous relative to their level of experience. Challenge is a main feature encompassing the idea that adventurous activities should be challenging for the person participating in them. It is this sense of challenge and uncertainty

which allows people to escape their normal mundane lifestyle. There are multiple other features and proposed features of adventurous activities such as the 'risk' feature discussed earlier, but that cannot for certain be said to be an overall feature for all adventurous activities.

Word count: 1398

References:

Beames, S., Mackie, C. and Atencio, M. (2018) *Adventure and society*. New York: Springer Berlin Heidelberg.

Breivik, G. (2010) Trends in adventure sports in a post-modern society. *Sport in Society*, 13(2), 260-273.

Goldenberg, M. (2001) Outdoor and risk educational practices. Washington, DC: ERIC Clearinghouse.

Hopkins, D. and Putnam, R. (1993) *Personal growth through adventure*, London: David Fulton.

Mortlock, C. (1984) *The Adventure Alternative*. Milnthorpe, UK: Cicerone Press.

Pike, E.J. and Beames, S. (2013) *Outdoor adventure and social theory*. Abingdon, UK: Routledge.

Priest, S. (1999) In J. C. Miles & S. Priest (Eds.), *Adventure programming*. State College, PA: Venture.

Soanes, C. and Stevenson, A. (2008) *Concise Oxford English Dictionary*. Oxford: Oxford University Press.