

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Dominic Davies	Student number:	ID 2013014
Programme:	Physical Education and Outdoor Adventure Education		
Module:	Curriculum Adventure		
Module code:	BMOE6002	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Dr Nalda Wainwright	Internal Verifier:	
Assignment Title:	Problem Based learning assignment	Word count (or equivalent):	2500
Submission deadline:	Dec 9 th 2022	Return date of provisional marks & written feedback:	
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.		

**Module Learning Outcomes
(from module syllabus)**

- critically evaluate the importance of adventure to individual learning, personal development, society and work;
- critically analyse a range of different teaching and learning strategies appropriate to adventurous learning;
- negotiate a range of learning opportunities to underpin adventure in the whole curriculum;
- critically analyse the role of adventure and the outdoors in the development of children's physical literacy

TASK DESCRIPTION

Working collaboratively research relevant information and develop questions to discuss that respond to the following problem.

The following job has been advertised.

Temporary post, one year: Work with the physical education department of TSD secondary school.

The Covid19 pandemic has emphasised the importance of physical activity in particular in the outdoors for supporting physical and mental health.

In light of this and changes in the Curriculum in Wales, the PE department of TSD secondary school are seeking support to develop the Health and Well-being AoLE in the school in a way that supports physical activity with an emphasis on use of the outdoors. Applicants need to demonstrate an understanding of Adventurous Activities and outdoor learning.

Prepare a paper for the senior management team of the school outlining how the school grounds could be developed to support adventurous activities and outdoor learning. Your paper needs to demonstrate how the changes will contribute to the development of physical literacy, and health and well-being.

Your paper is an individual piece of work. You will be working together throughout the module to support each other's learning however the final paper needs to be your own work informed by your group discussions and research.

Outdoor Learning and Adventurous Activities' Importance and Implementation within the School

As the COVID-19 pandemic slowly passess over and away from us, there is no doubt that it has affected many people across the nation in various ways. The restricted movement brought into us by multiple 'lockdowns' as well as the concept of social distancing have both reduced physical activity, not just in adults but in children as well. Due to the majority of schools not just across the nation but indeed across the entire globe shutting down and being forced to move towards an 'online' solution. Not only did this affect education as a whole in general, but the subject of physical education took a massive hit as students were no longer presented with the physical education (PE) lessons 'face-to-face', thus meaning they did not gain the benefits the subject of PE can present when students are in school participating. Home workouts remained the only possibility to play sports and stay active during the course of the pandemic (Maugeri et al, 2020). This means that over the course of nearly 2 years, children and young people were not meeting the recommended physical activity measures that are needed in order to remain fit and healthy, not just physically but mentally as well. Whilst the steps put into place with regards to school closures were necessary for infection control, large-scale quarantine and home confinement imposed new and unfamiliar stressors upon children, thereby worsening the childhood obesity epidemic (Storz, 2020). One of the main contributors towards childhood obesity is living a sedentary lifestyle, as it often means a lack of movement and/or exercise. Exercise is essential for children and young people to keep fit and healthy, with a main focus on 2 types of physical activity: aerobic exercise and exercises to strengthen muscles and bones. The NHS guidelines recommend that children and young people aim for 60 minutes of moderate to vigorous exercise a day across the week, whilst also reducing the time spent sitting or lying down. With the pandemic causing school closures along with the closure of recreational facilities, children and young people had no doubt been forced away from the physical activities they would normally pursue and take part in whether it be from school or outside of school. Not only that, but children and young people were also restricted from the outdoors and the physical and mental benefits that come with exploring and learning outdoors. With the curriculum in Wales now changing and schools returning back to normal, it is an ideal opportunity to explore how the outdoors can be used to support the physical activity of the children and young people of TSD secondary school. This would of course mean implementing various outdoor facilities across the school grounds, which are not only realistic but can also contribute to the development of physical literacy as well as health and wellbeing.

Outdoor Classroom

Outdoor nature-filled classrooms are an excellent way for children to escape the indoors and learn in a practical environment surrounded by natural elements. As a network of these classrooms begin to pop up around the world where children spend their days (schools etc.), teachers and families are

increasingly reporting the positive benefits for children. This is good news in light of recent research that outlines the harmful effects of increased screen time and decreased nature-child connections for too many young people (Wirth, 2012). Children benefit a lot more when learning in an outdoor environment, which is most likely due to the hands-on aspect of outdoor learning. Outdoor classrooms allow children to be more practical with their learning rather than being sat in a classroom indoors with a pen and paper, children have an opportunity to use their senses in order to benefit their learning experience. The use of outdoor classrooms also allowed for children to



develop many skills, which is mostly down to the fact that they are given just a bit more freedom in their learning. For example, children are seen to work better in groups when outdoors as they're not sat in regimented seating patterns, but have a fuller sense of freedom (The Stable Company, 2022). This opens up the door for a development of a number of skills, such as communication skills when working with others, problem solving skills and organisational skills. It also allows children to explore and develop new or existing relationships with their peers, further developing their social skills which will be beneficial throughout their whole lives. Outdoor learning is also important when it comes to connecting humans to nature. Humans have natural biophilic tendencies, meaning we have an innate desire to seek connection with nature. When we are deprived of opportunities to connect with nature, negatives such as diminished use of senses, difficulties paying attention and higher rates of physical and emotional illnesses could follow (The Stable Company 2022). This is even more so relevant following the events that coincided with the Covid-19 pandemic, as children and young people had opportunities to be outside and connected with nature taken away from them or limited majorly. Developing an outdoor classroom on the school grounds would be a brilliant opportunity to provide children with opportunities that they would have perhaps missed in the recent years gone by. Connecting children and young people with natural spaces has been shown to benefit their physical and mental health (Mann, 2022). Therefore it would be a brilliant implementation within the school grounds in order to benefit children and young people's health and wellbeing whilst also developing multiple essential skills that can be used for life.

Mountain Biking Track

Implementing a mountain bike track within school grounds is a unique take on physical activity that is not seen very often amongst schools, yet it comes with multiple benefits to physical health whilst also being an outdoor activity that children can enjoy. Cycling itself is an outstanding activity when it comes to being physically active, it's an aerobic exercise which can benefit the heart and lungs as well as key muscle groups. Cycling/bike riding is excellent for kids, as it can develop important skills such as motor skills, balance, strength and coordination (Radleigh, 2022). It is also seen as a generally fun activity

amongst children, especially in comparison to other physical activities. Cycling is one of the more enjoyable ones. Mountain biking takes all of the benefits



that come with cycling and essentially takes it to the next level. Mountain biking is not only presented as a fun way to get involved in physical activity, but it is also an adventurous activity that would be unique towards the school if it were to be implemented. It also comes with some unique benefits of its own that further make it a fantastic implementation towards the school. One thing mountain biking can be good for is boosting a child's confidence. From the outside, it may

seem like a scary activity for children or young people to take part in and have a go at, particularly if they have never pursued mountain biking in the past. However when children conquer an obstacle on a mountain biking course that they perhaps never thought they could, their confidence will grow taller and taller. They will then take this confidence into other aspects of their lives, such as the classroom, social relationships and other similar activities (Katz, 2022). Boosting confidence is also beneficial towards building a child's mental well being, which is important particularly with the new curriculum. This is a great activity for children and young people to gain the feeling of accomplishment, which often comes with physical activity. Yet, being an outdoor activity, it gives children that added sense of exploration and opens them up to a greater variety of experiences that they perhaps would never have felt before (Katz, 2022). Some children may find that they really enjoy this activity, and from this an interest may stem. This means that some children may take it up as a hobby, meaning this activity could not just be beneficial within school, but it could also be beneficial towards children and young people when they are outside of school. This is particularly beneficial in the aim to ensure that students are physically active and physically literate for life. Mountain biking is a unique adventurous activity that, if implemented on the school grounds and into the curriculum fittingly and appropriately, could be extremely beneficial towards the physical and mental wellbeing of children and young people within the school. It would also add that extra bit of enjoyment, which is essential for participation.

Outdoor Wall Climbing

Another physical activity which falls under the similar adventurous bracket as mountain biking is outdoor wall climbing. This is an activity, similar to mountain biking, that children may have never taken part in before yet it comes with a multitude of benefits that are beneficial towards physical and mental wellbeing. It is also something that does not require much practice, therefore it is a relatively easy activity to get started. It is also an activity that can easily be

varied in difficulty, which is important when considering inclusion and



participation. Climbing offers a unique combination of physical and mental benefits. Not only can it be beneficial towards improving stamina, but it also works multiple muscle groups both in the upper and lower body including the back, abdominal muscles, legs, fingers, shoulders and arms (NHS inform, 2022). It is an activity that requires a lot of concentration and thinking, and the exercise that comes with it can improve focus, lessen outside worries and also build confidence and self-esteem (NHS inform, 2022). Climbing can also develop skills in problem solving and planning ahead, both of which are not just beneficial in physical activity but also other aspects of life. Climbing can also help towards improving social skills, as children or young people who climb together

learn valuable skills in cooperation and trust (Rock & Rapid, 2020). It is also a fantastic activity for developing gross and fine motor skills, which is even useful in the classroom for something as simple as using a pen to write, and it is an activity that can rapidly and significantly improve core brain functions such as working memory (Rock & Rapid, 2020). Similarly to mountain biking, it is an activity that children may have never thought to take part in, and therefore some children and young people may find a lot of enjoyment in it. They then may decide to take it up as a hobby outside of school, further developing all of the skills listed above and ensuring that it is an activity that can develop physical literacy and ensure that children and young people are involved in physical activity for life. Furthermore, it is an extremely inclusive activity in multiple ways. Walls can be made at different heights, some can be higher than others and the students can select a height they are comfortable with, this also allows for progression. Walls can also have different slopes or different grips, which can challenge students and also develop specific muscle groups or skills.

In terms of developing health and mental well being for the children and young people of the school whilst also taking into consideration the importance of the outdoors, these three activities/implementations would be successful in doing so. Implementing an outdoor classroom would take children away from the pressure or the stress of being in a confined space, which when taking into consideration that some of them have experienced plenty of this throughout the covid-19 pandemic, is beneficial for them in that they can experience the benefits of being outdoors whilst also learning. It provides them with freedom in their learning and it opens up the door to allow them to learn using their senses, something that is not really experienced in an indoor classroom setting. Students can also learn about the environment and outdoors first hand, with opportunities to learn practically and hands-on. This makes the learning experience more valuable and also more memorable. Mountain biking and outdoor wall climbing are two adventurous activities which, if

implemented, would be relatively unique towards the school. Not only are they unique, but they are both similar in the fact that they come with multiple benefits which are not just physical but also mental. They are both activities that students most likely would have never participated in previously or even considered taking part in, which aids in their exploration of new activities. Both of them are fantastic activities when it comes to boosting confidence as they provide students with hurdles or challenges to overcome, and from this children develop a range of skills which are beneficial across multiple subjects within school and also throughout life. Both activities also aid in muscle development and aerobic development, which meets the NHS' recommended guidelines for physical activity. They are also activities that are implemented outdoors, so similarly to the outdoor classroom the children will gain the mental positives that come with being outdoors as well as the multiple physical benefits that come with each activity. Both of the activities are also inclusive, this is especially important. Both can have a range of difficulties and both allow for progression, this is key for participation. The subject of PE has a core focus of being inclusive, yet many students choose not to participate as the subject may be too difficult for some more than others or the progression side just is not there. These activities are exciting, enjoyable and unique and they also allow for students to progress at their own pace. Some students may find enjoyment in them and choose to participate in either one outside of school, further benefiting and developing their personal and social wellbeing. Some students may have never participated in them before, and are therefore trying something new and exploring new activities whilst also gaining the physical and mental benefits. They both also have easy starting points; there are no rules. Even if a student has never rode a bike, it is a chance for them to learn how to do so. This is the same for students who have never climbed before. Therefore in conclusion, these three ideas for the school would be beneficial towards the development of the physical and mental wellbeing, as well as developing physical literacy and aiding in supporting children to be physically active for life, improving their overall health and wellbeing throughout the years.

Reference List

1. April Katz (2022) The Benefits of Mountain Biking for Kids. Available at: <https://www.liv-cycling.com/gb/benefits-of-mountain-biking-for-kids> (Accessed 17 December 2022)
2. Maugeri, G et al. (2020) The impact of physical activity on psychological health during Covid-19 pandemic in Italy, *Heliyon*, pp. 1-4
3. Mann, J (2022) Getting Out of the Classroom and Into Nature: A Systematic Review of Nature-Specific Outdoor Learning on School Children's Learning and Development, *Front Public Health*. pp. 1-10
4. NHS (2021) *Physical activity guidelines for children and young people*. Available at: <https://www.nhs.uk/live-well/exercise/exercise-guidelines/physical-activity-guidelines-children-and-young-people/> (Accessed 17 December 2022)
5. NHS inform (2022) Climbing. Available at: <https://www.nhsinform.scot/healthy-living/keeping-active/activities/climbing> (Accessed 17th December 2022)
6. Radleigh (2022) Cycling for Children's Mental and Physical Health. Available at: <https://www.raleigh.co.uk/gb/en/cycling-advice/cycling-for-children-s-physical-and-mental-health/> (Accessed 17 December 2022)
7. Rock & Rapid (2020) How Can Climbing Help A Child's Development?. Available at: <https://rockandrapid.co.uk/how-can-climbing-help-a-childs-development/> (Accessed 17th December 2022)
8. Storz, MA (2020) The COVID-19 pandemic: an unprecedented tragedy in the battle against childhood obesity. *Clin Exp Pediatr*, 63(12). pp. 477-482
9. The Stable Company (2022) *8 Proven Benefits of Outdoor Learning for School Children*. Available at: <https://www.thestablecompany.com/blog/8-proven-benefits-of-outdoor-learning-for-school-children> (Accessed 17 December 2022)
10. Wirth, S et al (2012) Supporting Whole-Child Learning in Nature-Filled Outdoor Classrooms, *YC Young Children*, 67(1). pp. 42-48

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		
	30	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
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 and systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual knowledge and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They will critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements and answer questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their learning, make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) to demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or academic nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%
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.	Engagement with an extensive range of relevant and credible literature, including sources retrieved independently. Consistent and accurate application of referencing.
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.	Excellent coherent and detailed knowledge and systematic understanding of the principles and the current and scholarly work. Clear awareness of challenges and established views and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis, evaluation, problem-solving)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis, evaluation, problem-solving.	Largely descriptive work, with superficial use of critical evaluation. Weak development of analysis, synthesis, evaluation, problem-solving.	Limited attempt at critical thinking, analysis, synthesis and evaluation, problem-solving.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new information and apply it to a range of situations.	Sound critical thinking, analysis, synthesis and evaluation demonstrating a range of approaches.	Excellent critical thinking, analysis, synthesis and evaluation demonstrating a range of approaches and the ability to apply them to a range of situations.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70%
synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	and/or abstract concepts and data without guidance. An emerging awareness of different stances 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.	critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	investigation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.
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 advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered and insights are applied. Can identify problems and propose excellent solutions in complex and unpredictable contexts. Evidence of innovation and creativity.
Transferable skills for life and professional practice	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally, confidently and consistently in a suitable format.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%
(Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	and/or confusingly expressed. Very weak use of language and/or very inappropriate 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.	disjointed manner. It is loosely, and at times incoherently, structured, with information and 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.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack 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.	Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively 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.	Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Work is coherent, fluent and well-structured. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates excellent graduate employment skills and a willingness to further develop.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH