

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Master of Business Administration		
Module:	Human Capital Management		
Module code:	LCMB7023	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Gladius Kulothungan	Internal Verifier:	Vasilios Tavlaridis Hoang Nguyen
Assignment Title:	Assessment component 2: Group presentation	Word count (or equivalent):	2,500
Submission deadline:	Friday 7th August 2026, by 2PM	Return date of provisional marks & written feedback:	20 working days from submission date
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:. Work which is submitted up to 1 week late will be capped at 50% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
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)

Upon the successful completion of this module, the student should be able to:

- critically review and appraise current research and advanced scholarship so to enable them to evaluate managerial and business environments.
- demonstrate a systematic understanding of current issues in HRM and IHRM within a variety of organisations so to enable them to manage effectively the design and implementation of fair, efficient and effective policies and procedures that serve to deliver upon the strategic aims of the organisation.

TASK DESCRIPTION

Select one of the following organisations: NHS England, HSBC UK, Tesla Inc., Unilever PLC, or another organisation approved by the lecturer. The chosen organisation must have an official website and publicly available resources that can be used to complete this assignment.

Working in a group of three or four students, select one of the following focus areas for your group:

1. Job Design & Job satisfaction
2. Recruitment, Selection, and Orientation
3. Training & Development
4. Compensation and Rewards
5. Performance Management
6. AI, Automation, and Workforce Transformation
7. Diversity, Equity, and Inclusion (DEI)
8. Employee relations

For each class, each topic may be selected a maximum of two times, subject to the lecturer's approval.

Your group will conduct in-depth research into the selected topic as it applies to the chosen organisation, addressing the following areas:

1. Current policies and practices: What the organisation is currently doing in this area.
2. Current opportunities: The key factors that could significantly enhance the performance in the selected area. All groups must consider the influence of AI and digital technologies, even if AI is not the primary topic.

3. **Current challenges:** The key problems, tensions, or performance gaps the organisation is facing. All groups must consider the influence from AI and digital technologies, even if AI is not the primary topic.
4. **Root-cause analysis:** An examination of the underlying drivers of these challenges (e.g., policy design, leadership behaviour, organisational structure, culture, technology, or external pressures).
5. **Evidence-based recommendations:** Practical, feasible, and theoretically grounded solutions that draw on HRM/HCM frameworks, academic research, and industry best practice.
6. **Future-of-work implications:** An analysis of how AI, automation, and emerging technologies are likely to reshape this HR area over the next 5–10 years, and what the organisation must prepare for.

Presentation Requirements:

- **Format:** Group Presentation, live in-class, and recorded
- **Duration:**
 - Each student: 6 minutes speaking time + 2 minutes of Q&A
 - Group Leader: additional 4–minutes to deliver a summary and synthesis of key findings and recommendations.
- **Slides:**
 - Maximum 8 slides per student, not counting the cover, the table of contents, the reference, and the appendix slides.
 - One final group slide for the conclusion and overall HRM strategy.
- **Materials to Submit:**
 - Final PowerPoint slides (one file per group, submitted by group leader)

Additional notes:

- Divide research responsibilities early and agree on a consistent formatting style.
- Use real data (organisational reports, publications, academic journals).
- Balance theoretical frameworks (e.g., psychological contract, motivation theories) with real-world evidence.
- Practice as a team to ensure smooth transitions and timing.
- The marking will be done individually.

USE OF GENERATIVE AI IN ASSESSMENT

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☒
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☒ No ☐
PROGRAMMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☐

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASK

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using correctly a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

- Engage with a wide level of reading, a minimum of 10-15 references, from a variety of credible literature sources informed by the latest research
- Tables, charts, diagrams, graphs and images should be properly cited
- Your work is expected to be supported by intext citations when necessary
- The references should be properly cited in text and listed according to the UWTSD Harvard Referencing Style (Cite them right)

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade

will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment:

- Demonstrate knowledge and understanding of the relevant models/concepts of the subject
- Identify and clarify the contextual factors to consider in investing overseas
- Display awareness of current problems and/or new insights.
- Display the ability to reflect effectively on your practice

3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

- Demonstrate critical evaluation/ critique of current research and methodologies
- Provide systematic and creative synthesis of complex issues related to the assessment task/s
- Investigate contradictory or incomplete information and make arguments and judgements
- Provide evidence to support your arguments and judgements
- Develop arguments and judgements in relation to the different aspects related international business strategy
- Demonstrate the ability to critically analyse complex problems and arrive at reasonable solutions
- Demonstrate the ability to critically evaluate own practice by identifying strengths, recognising limitations, and reflecting on areas for personal and professional development

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and

interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others.

Guidance specific to this assessment:

- Properly implement the suitable tools and approaches to address the task requirements
- Focus only on the task/s and question/s set in the assignment
- Apply suitable models, concepts and theories related to international business

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

- Submit your work in the form of a single Microsoft PowerPoint file.
- File name: **ModuleCode_GroupNumber_OrganisationName.pptx**
(e.g., LCMB7023_Group3_XXX.pptx)
- Slides are expected to be professionally developed: clarity, organization, and visual appeal of slides.
- You should consider the following elements: page number, text size, colour, spacing, bullet points, images, tables, headings, content arrangement, and consistency among different slides

of different students.

- Each slide should include a header displaying the name and ID of the presenter.
- The title slide should include the following elements: the University's logo, the programme name, the name and code of the module, the name and title of the assessment item (e.g., Assessment 2: Group presentation – your selected company), the names and IDs of the students, the lecturer's name and the presentation date.
- The table of contents slide should clearly clarify who will present which parts.

Word count

(Source: Chapter 7 of the Academic Quality Handbook)

7.7 Work over the word limit

(i) Different assessments have varying word lengths specified for them; it is important that the student keeps to the word length specified for each assessment at all times on the following grounds

- ☐ To encourage succinct and clear writing by students.
- ☐ To ensure equity between all the students doing that particular assessment.

(ii) If the specified word limit for an assessment has been exceeded, the following penalties would normally apply. The penalty cannot take the work into the fail category.

- ☐ Up to 10% above the word limit – No deduction off final mark.
- ☐ Between 10% and 25% above the word limit – Deduction of 5 marks off final mark, or reduce the mark to the capped mark, whichever is the lesser penalty. For example, for a student achieving a final mark of 54%, the mark would be reduced to the capped mark of 50%; whereas for a student achieving a final mark of 67%, the mark would be reduced to 62%.
- ☐ Between 25% and 50% above the word limit – Deduction of 10 marks off final mark, or reduce the mark to the capped mark, whichever is the lesser penalty. For example, for a student achieving a final mark of 59%, the mark would be reduced to the capped mark of 50%; whereas for a student achieving a final mark of 64%, the mark would be reduced to 54%.
- ☐ 50% or more over length – Maximum mark of capped mark.

(iii) A failure to meet the word limit (or minimum word limit if a range is given) may result in lower marks based on the quality of the work because the work may not include the necessary information required for the assessment to meet the stated learning outcomes.

(iv) The feedback on the assessment should explicitly mention any mark deduction and the reason for it.

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	20	
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	20	

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)		100%
	Up to 1 week late (50% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 7

In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including current research, referencing, academic conventions and	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently	Engagement with a wide range of research-informed literature, including sources retrieved independently	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research.

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academic honesty)	and non-authoritative. Referencing conventions used incoherently or largely absent.	use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Referencing conventions evident though not always applied accurately or consistently.	. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	accurate application of referencing.	High-level referencing skills consistently and professionally applied.
Knowledge and understanding (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship, A critical awareness of current problems and/or new insights	Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary	Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems	Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed

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forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	within the discipline.	within the discipline.	current problems and/or new insights, but often under-developed.	though this may be under-developed occasionally.	and established views, and the work is, at least in part, well-informed by current research and scholarship.	and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisation	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses generalised	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues but not	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively.	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues.

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judgements in the absence of complete data.)	s, made without use of credible evidence.	statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	make sound judgements based on data (that may be incomplete)	Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and	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	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors.	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent,	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	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and

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unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	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.	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 without fully appreciating the complexity of unpredictable contexts.	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, with elements of originality.	identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes

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							and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic approach; clarity and	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised 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 professional,	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 ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited	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 coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates some but not all of the basic skills required in	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 independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in professional, postgraduate employment,	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 a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate employment skills.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary professional, postgraduate employment skills and a strong appetite for

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effectiveness in presentation and organisation.)	postgraduate employment.	evidence of the skills required in professional, postgraduate employment.	professional, postgraduate employment, with some areas of minor weakness.	with some areas of strength and some of minor weakness.		excellent professional, postgraduate employment skills and a strong appetite for further development.	further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH