

Programme Specification: Higher National Diploma in Music

Awarding Institution:	Pearson Education Ltd.
Teaching Institution:	West Herts College
Teaching department:	PMM
Key contact:	Taichi Imanishi (taichi.imanishi@westherts.ac.uk)
Programme accredited by:	Pearson Education Ltd.
Final award:	Pearson BTEC Higher National Diploma in Music
UCAS code:	3W00
Campus:	Watford
Ofqual Regulated Qualification Framework (RQF) Qualification numbers:	HNC: 603/2275/5 & HND: 603/2274/3
Mode of delivery:	Full-Time 2 Years
Framework for Higher Education Qualification (FHEQ) level of the award:	HNC Level 4 / HND Level 5
Date of last QAA Review:	November 2019

Educational Aims of the Programme

- The Level 4 Higher National Certificate in Music offers students an introduction to the subject area via a mandatory core of learning, while allowing for the acquisition of skills and experience through the selection of optional units across a range of occupational themes at Level 4.
- This effectively builds underpinning core skills while preparing the student for subject specialisation at Level 5. Students will gain a wide range of sector knowledge tied to practical skills gained in research, independent and directed study, and workplace scenarios.

Students will be expected to develop the following skills during the programme:

- Analysing, synthesising and summarising information critically;
- The ability to read and use appropriate literature with a full and critical understanding;
- The ability to think independently and solve problems;
- Applying subject knowledge and understanding to address familiar and unfamiliar problems.

Criteria for Admission to Programme

Entry requirements - Learners would typically have at least one of the following:

- A BTEC Level 3 qualification in Music or relevant subject
- A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to D/9 to 3 (or equivalent) for English and maths.
- Other related Level 3 qualifications.
- Related work experience.
- An international equivalent of the above.

Regulation of Standards

- Assessment conforms to Pearson regulations.
- Internal Verification of assignment briefs and assessment standards
- External moderation of samples of work by External Examiner
- Annual Lead Standards Visit (LSV)
- Annual Examination Boards
- Meets QAA UK standards
- The College's Appeals Policy and Procedure is provided in Appendix A of the Student Handbook which includes the student's rights to appeal to the Office of the Independent Adjudicator.

Programme Objectives:

The objectives of the BTEC Higher Nationals in Music are as follows:

- To equip students with music skills, knowledge and the understanding necessary to achieve high performance in the global music environment.
- To provide education and training for a range of careers in music, including technology, composition, business and performance.
- To provide insight and understanding into the diversity of roles within the music industry, recognising the importance of collaboration at all levels.
- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values.
- To provide opportunities for students to enter or progress in employment in the music industry, or progress to higher education qualifications such as an Honours degree in music or a related

area.

- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives.
- To support students to understand the local, regional and global context of music and, for those students with a global outlook, to aspire to international career pathways.
- To provide students with opportunities to address contemporary issues facing the industry and society at large; with particular emphasis on sustainability and the environment, recognising the role that music plays in addressing these issues.
- To provide opportunities for students to achieve a nationally-recognised professional qualification within their chosen area of specialisation.
- To provide opportunities for students to achieve vendor accredited certifications.
- To offer students the chance of career progression in their chosen field, with particular emphasis on achieving management-level positions, professional recognition and beyond.
- To allow flexibility of study and to meet local or specialist needs.
- To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations.
- To provide students with opportunities to engage in an industry-recognised apprenticeship scheme that aligns with their employer's needs and their own career aspirations.
- To provide students with the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the industry.

We meet these objectives by:

- Providing a thorough grounding in music principles at Level 4, which leads the student to a range of specialist progression pathways at Level 5, relating to individual professions within the music industry.
- Equipping individuals with commercial acumen, understanding and musical skills for success in a range of roles within the music industry.
- Enabling progression to a university degree by supporting the development of appropriate academic study skills.
- Enabling progression to further professional qualifications in specific music areas by mapping to units in a range of professional music qualifications.

Practical Skills - the ability to:

- Develop practical skills that can be applied by individuals within the workplace.
- Develop and apply key leadership skills in practical sessions or when building links between theory and application in the workplace.
- Develop organisational skills to respond creatively to assignment briefs, meet dead-lines, and prepare presentations, document research undertaken.
- Display their work confidently and well, using different methods of presentation.
- Use IT as a method of research and, where appropriate for performance analysis.

Intellectual Skills - the ability to:

- Develop visual literacy through 'reading' and understanding a range of visual work.
- Communicate research/ findings effectively and appropriately
- Use research skills obtain and integrate subject specific evidence to formulate test hypothesis
- Use academic protocols to understand and enhance academic writing.
- Give a clear and accurate account of a subject, marshal argument in a mature way and engage in debate and dialogue both with peers and specialists
- Apply and extend communication skills in order to accommodate their own continuing professional development.

Common / Transferable Skills - the ability to:

- Cognitive and problem-solving skills: critical thinking, approaching non routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.
- Intra-personal skills: self-management, adaptability and resilience, self monitoring and self-development, self-analysis and reflection, planning and prioritising.
- Interpersonal skills: effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation.
- Commercial skills: sector awareness; sales; marketing/promotion; budget management/monitoring.
- Business skills: awareness of types of companies, company formation, invoicing, calculating fees, business management.

Teaching, Learning and Assessment

Teaching and learning

- Analytic thinking skills are developed through academic protocols, discussion in classroom, assignment work and tutorial sessions.
- Practical skills are an essential component of the programme and are developed through classroom activity, external/ expert demonstration, and independent work and peer/ tutor feedback.
- Common skills such as oral and written communication are developed in group and tutorial sessions, through assignments and practical work.
- All staff have relevant industry experience.

Assessment

Each unit is assessed by individual or group participation, research and coursework assignments.

- Assessment activities provide major opportunities for learning, including:
 - Peer feedback
 - Individual and group presentations
 - Essay, evaluations and assignments

All assessments are delivered through a standard system, which makes the context and the assessment criteria clear. There are regular assessment weeks. Grades accumulate over the year. The External Examiner samples student work and grades. An annual Exam Board considers External Examiner's remarks and finalises all student grades.

Support for Learning

- Student progression is supported both by subject tutors and also by central college services
- A comprehensive induction introducing new students to the subject, to the course, teaching staff and to the college facilities and support services including Learning Resource Centre (LRC), Student Support and Additional Learning Support
- College and Course Handbooks available in print and electronic format
- Personal and academic support integrated into teaching provided by approachable lecturers and a programme leader who monitors performance
- Study and research skills integrated into the programme
- Written electronic assignment feedback, within three weeks of assignment submission
- Up-to-date computing facilities and a modern, well-equipped LRC
- Highly effective Virtual Learning Environment (Its Learning)
- Access to higher education specific academic support sessions
- Access to Student Support for students with welfare, financial or counselling needs
- Access to Learning Support for students with educational needs

- Access to careers advice and support
- Regular one-to-one tutorials and target setting

Progression

The Level 4 Higher National Certificate provides a solid grounding in Music which students can build on in order to continue studies beyond the Certificate stage. The Level 5 Higher National Diploma allows students to further focus on specific career paths and progression routes to degree-level study. On successful completion of the Level 5 Higher National Diploma, students can develop their careers in the Music sector through:

- Entering employment
- Continuing existing employment with the potential for promotion
- Linking with the appropriate Professional Body
- Committing to Continuing Professional Development (CPD)
- Progressing to university. The Level 5 Higher National Diploma is recognised by

Music degree awarding Universities as meeting admission requirements to many relevant Music courses, for example:

- New Bucks University
- Southampton Solent
- University of Hertfordshire
- University of West London
- BIMM
- Manchester SAE

Details of entry requirements for BTEC Higher National graduates into degree programmes at institutions in the UK and internationally can be found on the 'Pearson Degree Course Finder' website. Students should always check the entry requirements for degree programmes at specific Higher Education providers. After completing a Pearson BTEC Level 4 Higher National Certificate or Level 5 Higher National Diploma, students can also progress directly into employment.

Evaluating & Improving the Quality & Standards of Teaching & Learning

- Regular College student questionnaires in addition to the National Student Survey (NSS)
- Capturing student voice throughout the academic year and at Student Rep meetings
- Annual lesson observation scheme
- Annual Monitoring and Evaluation Report (AMER)
- Good practice in teaching and learning is developed through regular staff development workshops and through staff assisting with internal verification of students' work
- Staff development activities are discussed at annual appraisal interviews and staff are

actively encouraged to develop their professional practice through scholarly activity.

- External Examiners reports

Further information about this course can be accessed via the Pearson Programme Specification available at: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/music-2018.html>

Programme structure:

Pearson BTEC Level 4 Higher National Certificate in Music (General)

Level 4 HNC MUSIC (Technology)	Credits	Level
Core Unit 1: The Music Industry (Mandatory)	15	4
Core Unit 2: Marketing and Promotion for Musicians (Pearson-set) (Mandatory)	15	4
Core Unit 3: Professional Development (Mandatory)	15	4
Unit 17: Sound Engineering Fundamentals	15	4
Unit 20: Live Sound Techniques	15	4
Unit 13: Recording Technology	15	4
Unit 16: Music Production Fundamentals	15	4
Unit 30: Arranging and Remixing	15	4
Total	120	

Level 4 HNC MUSIC (Practical)	Credits	Level
Core Unit 1: The Music Industry (Mandatory)	15	4
Core Unit 2: Marketing and Promotion for Musicians (Pearson-set) (Mandatory)	15	4
Core Unit 3: Professional Development (Mandatory)	15	4
Unit 21: The Evolution of the Instrument	15	4
Unit 14: Creative Software Techniques	15	4
Unit 23: Performance	15	4
Unit 24: Instrumental Technique	15	4
Unit 13: Recording Technology	15	4
Total	120	

Qualification credit value: a minimum of 120 credits. This is made up of eight units, each with a value of 15 credits. There is a required mix of Core (mandatory), Specialist and Optional units totalling 120 credits. All units are at Level 4.

Pearson would expect that a HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.

Level 5 HND Music (Artist Development)	Credits	Level
Core Unit 31: Creative Research Project (Pearson-set) (Mandatory)	30	5
Unit 49: Working in Music Education	15	5
Specialist Unit 43: Creative Portfolio (Mandatory)	15	5
Specialist Unit 46: Developing as an Artist (Mandatory)	15	5
Unit 36: Advanced Music Event Management	15	5
Unit 51: Composing to a Brief	15	5
Unit 46: Music Direction in Practice	15	5
Total	120	

Level 5 HND Music (Sound Engineering)	Credits	Level
Core Unit 31: Creative Research Project (Pearson-set) (Mandatory)	30	5
Unit 49: Working in Music Education	15	5
Unit 43: Creative Portfolio	15	5
Unit 35: A&R	15	5
Specialist Unit 38: Advanced Sound Engineering (Mandatory)	15	5
Unit 44: Live Mixing	15	5
Unit 40: Mixing and Mastering	15	5
Total	120	

The Level 5 Higher National Diploma consists of the Level 4 Higher National Certificate (above) **plus** an additional 120 credits at Level 5.

Qualification credit value: a minimum of 240 credits, of which 120 credits are at Level 5, and 120 credits are at Level 4 and usually attained via the HNC. There is a required mix of Core, Specialist and Optional units totalling 240 credits.

Mapping of HND in Music against FHEQ Level

Key

KU	Knowledge and Understanding
CS	Cognitive Skills
AS	Applied Skills
TS	Transferable Skills

The qualification will be awarded to students who have demonstrated:

FHEQ Level 5 descriptor		Music HND Programme Outcome
Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed	KU1	Knowledge and understanding of the principles and practices of a music based environment.
	KU3	A critical understanding of the evolving concepts, theories and models within the study of music across a range of practical and hypothetical scenarios.
	KU4	An ability to evaluate and analyse a range of concepts, theories and models to make appropriate decisions.
	KU5	An appreciation of the concepts and principles of CPD, staff development, leadership and reflective practice as methods and strategies for personal and people development.
	KU6	Knowledge and understanding of vital concepts, principles and theories relating to the role of law, policy and professional regulation in the music industry.
	KU7	Critical understanding of how music organisations, professionals and services communicate with one another, support processes and lead to a collaborative, informed solutions to a problem.
	KU9	Critical understanding of the use of industry standard technical documentation and practices.
	KU11	Deploy appropriate tools, theories, principles and methodologies to analyse, specify, construct, test and evaluate.

FHEQ Level 5 descriptor		Music HND Programme Outcome
<p>Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.</p> <p>Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.</p>	AS1	Evidence the ability to show client relationship management and develop appropriate policies and strategies to meet stakeholder expectations.
	AS2	Apply innovative ideas to develop and create new systems or services that respond to the changing nature of music and the music industry.
	AS3	Integrate theory and practice through the investigation and examination of practices in the workplace.
	AS5	Apply music practice concepts and principles to critically evaluate and analyse complex practical problems and provide effective solutions.
	CS2	Recognise and critically evaluate the professional, economic, social, environmental, moral and ethical issues that influence sustainable music practice.
	CS3	Critique a range of systems and operations and their application to maximise and successfully meet strategic objectives.
<p>Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.</p> <p>An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge.</p> <p>Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.</p>	KU13	An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace.
	TS1	Develop a skillset to enable the evaluation of appropriate actions taken for solving problems in a specific organisational context.
	TS2	Self-reflection, including self-awareness; the ability to become an effective self-student and appreciate the value of the self-reflection process.
	TS3	Undertake independent learning to expand on own skills and delivered content.
	AS1	Evidence the ability to show client relationship management and develop appropriate policies and strategies to meet stakeholder expectations.

Typically, holders of the qualification will be able to:

FHEQ Level 5 descriptor	Music HND Programme Outcomes	
<p>Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.</p>	TS3	Undertake independent learning to expand on own skills and delivered content.
	TS4	Competently use digital literacy to access a broad range of research sources, data and information.
	CS5	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world scenarios.
<p>Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.</p>	TS4	Competently use digital literacy to access a broad range of research sources, data and information.
	TS5	Communicate confidently and effectively, both orally and in writing, both internally and externally with individuals, organisations and other stakeholders.
	AS8	Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer-based) in defined contexts.
	TS7	Communicate effectively, verbally and in writing and articulate well-defined issues, for a variety of purposes, taking into account the audience viewpoint.
<p>Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.</p>	TS9	Identify personal and professional goals for continuing professional development in order to enhance competence to work within the music industry.
	TS10	Take advantage of available pathways for continuing professional development through higher education.

Holders will also have:

FHEQ Level 5 descriptor		Music HND Programme Outcomes
Use a range of established techniques to initiate and undertake critical analysis	TS3	Undertake independent learning to expand on own skills and delivered content.
of information, and to propose solutions to problems arising from that	TS4	Competently use digital literacy to access a broad range of research sources, data and information.
analysis. Effectively communicate information, arguments and analysis in a variety of	CS5	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world scenarios.
forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.	TS4	Competently use digital literacy to access a broad range of research sources, data and information.
	TS5	Communicate confidently and effectively, both orally and in writing, both internally and externally with individuals, organisations and other stakeholders.

HNC/D Music Programme Outcomes for Students

Unit	Knowledge and understanding										Cognitive skills				Applied skills					Transferable skills												
	1	2	3	4	5	6	7	9	10		2	3	5	6	1	2	3	5	8	1	2	3	4	5	7	9	10	11	12	13	17	
1	X		X	X		X	X	X			X	X	X		X		X	X	X		X	X	X	X	X	X	X		X	X		
2	X		X	X		X	X	X			X	X	X		X		X	X	X		X	X	X	X	X	X	X		X	X		
3	X		X	X	X			X			X	X		X		X	X			X	X		X	X	X	X	X		X	X		
4	X		X	X		X	X	X			X		X		X		X	X	X		X	X	X	X	X		X	X		X	X	
5	X		X	X		X	X	X				X	X		X		X	X	X	X	X	X	X	X		X	X		X	X		
6	X		X	X		X	X	X			X	X	X		X		X	X	X		X	X	X	X	X		X	X		X	X	
7	X		X	X		X	X	X				X			X		X	X	X		X	X		X	X		X	X		X	X	
8	X		X	X	X	X	X	X				X	X	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	
9	X		X	X	X	X	X	X			X		X	X	X		X	X	X		X	X		X	X		X	X		X	X	
10	X		X	X		X	X	X				X		X		X	X	X		X	X		X	X		X	X		X	X		
11	X		X	X		X	X	X				X		X		X	X	X		X	X		X	X		X	X		X	X		
12	X			X				X				X		X			X	X		X	X	X	X	X		X	X		X	X		
13	X			X				X						X			X	X		X	X	X	X	X		X	X		X	X		
14	X			X				X				X		X			X	X		X	X	X	X	X		X	X		X	X		



Unit	Knowledge and Understanding										Cognitive skills				Applied skills					Transferable skills												
	1	2	3	4	5	6	7	9	10		2	3	5	6	1	2	3	5	8	1	2	3	4	5	7	9	10	11	12	13	17	
15	X			X				X				X		X			X	X		X	X	X	X	X		X	X		X	X		
16	X			X				X				X		X			X	X		X	X	X	X	X		X	X		X	X		
17	X			X				X				X		X			X	X		X	X	X	X	X		X	X		X	X		
18	X			X				X						X			X	X		X	X	X	X	X		X	X		X	X		
19	X			X				X				X		X			X	X		X	X	X	X	X		X	X		X	X		
20	X			X				X				X		X			X	X		X	X	X	X	X		X	X		X	X		
21	X		X	X				X				X		X			X			X	X		X	X		X	X		X	X		
22	X		X	X				X				X	X	X			X	X		X	X		X	X		X	X		X	X		
23	X			X				X				X	X	X			X			X	X		X	X	X	X	X		X	X		
24	X			X				X				X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		
25	X			X				X					X	X			X			X	X		X	X	X	X	X		X	X		
26	X		X	X	X			X						X	X	X	X	X		X	X	X	X	X		X	X		X	X		
27	X			X				X						X	X	X	X	X		X	X	X	X	X		X	X		X	X		
28	X			X				X						X	X	X	X	X		X	X	X	X	X		X	X		X	X		
29	X			X				X				X		X	X	X	X	X		X	X	X	X	X		X	X		X	X		
30	X		X	X				X						X	X	X	X	X		X	X	X	X	X		X	X		X	X		



Unit	Knowledge and Understanding									Cognitive skills				Applied skills					Transferable skills												
	1	2	3	4	5	6	7	9	10	2	3	5	6	1	2	3	5	8	1	2	3	4	5	7	9	10	11	12	13	17	
31	X		X	X	X	X	X	X		X		X	X	X	X	X	X		X	X		X	X		X	X		X	X		
32	X		X	X		X	X	X		X	X	X		X			X	X		X	X		X	X		X	X		X	X	
33	X			X		X	X	X		X		X		X			X	X	X	X	X		X	X		X	X		X	X	
34	X			X		X	X	X				X		X			X	X	X	X	X		X	X		X	X		X	X	
35	X			X		X	X	X				X		X			X		X	X	X		X	X		X	X		X	X	
36	X			X	X	X	X	X		X		X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	
37	X		X	X				X				X		X			X	X		X	X	X	X	X		X	X		X	X	
38	X			X				X				X		X			X	X		X	X	X	X	X		X	X		X	X	
39	X			X				X				X		X	X			X	X	X	X	X	X		X	X		X	X		
40	X			X				X				X		X			X	X		X	X	X	X	X		X	X		X	X	
41	X			X				X				X		X			X	X		X	X	X	X	X		X	X		X	X	
42	X			X				X				X		X			X	X		X	X	X	X	X		X	X		X	X	
43	X			X				X				X		X	X			X	X		X	X		X	X		X	X		X	X
44	X			X				X				X		X	X			X	X		X	X	X	X		X	X		X	X	
45	X		X	X	X			X		X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	



Unit	Knowledge and Understanding										Cognitive skills				Applied skills					Transferable skills												
	1	2	3	4	5	6	7	9	10		2	3	5	6	1	2	3	5	8	1	2	3	4	5	7	9	10	11	12	13	17	
46	X			X				X				X	X	X	X	X	X	X	X	X		X	X		X	X	X	X	X	X		
47	X			X				X				X	X	X	X	X	X			X	X	X		X	X		X	X	X	X	X	
48	X			X				X				X	X	X	X	X	X			X	X	X		X	X		X	X	X	X	X	
49	X		X	X				X				X	X	X	X	X	X			X	X	X		X	X	X	X	X		X	X	
50	X			X				X				X		X	X		X	X			X	X	X	X	X		X	X		X	X	
51	X			X				X				X		X	X		X	X			X	X	X	X	X		X	X		X	X	
52	X			X				X				X		X	X		X	X			X	X	X	X	X		X	X		X	X	
53	X			X				X				X		X		X	X			X	X	X	X	X		X	X		X	X		
54	X			X				X				X		X	X		X	X			X	X	X	X	X		X	X		X	X	
55	X		X	X	X			X		X		X	X	X	X		X				X	X		X	X		X	X		X	X	
56	X		X	X		X	X	X				X		X		X	X	X	X	X	X	X	X	X		X	X		X	X		
57	X		X	X		X	X	X				X		X		X	X	X	X	X	X	X	X	X		X	X		X	X		

Level 4 Higher National Certificate in Music: mapping of transferable employability and academic study skills

Skill set	Cognitive skills							Intra-personal skills				Interpersonal skills		
	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self-Management	Independent learning	Self-Reflection	Team Work	Leadership	Cultural Awareness
1	X	X	X	X	X		X	X	X	X	X			X
2	X	X	X	X	X	X	X	X	X	X	X			X
3	X	X	X	X			X	X	X	X	X			X
4	X	X	X	X	X	X		X	X	X	X			X
5	X	X	X	X	X	X		X	X	X	X			X
6	X	X	X	X	X	X		X	X	X	X			X
7	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9	X	X	X	X	X		X	X	X	X	X			X
10	X	X	X	X	X		X	X	X	X	X			X



Level 5 Higher National Diploma in Music: mapping of transferable employability and academic study skills

Skill set	Cognitive skills							Intra-personal skills				Interpersonal skills		
	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self-Management	Independent learning	Self-Reflection	Team Work	Leadership	Cultural Awareness
11	X	X	X	X	X	X		X	X	X	X			X
12	X	X	X	X	X	X	X	X	X	X	X			X
13	X	X	X	X	X	X	X	X	X	X	X			X
14	X	X	X	X	X	X	X	X	X	X	X			X
15	X	X	X	X	X	X	X	X	X	X	X			X
16	X	X	X	X	X	X	X	X	X	X	X			X
17	X	X	X	X	X	X	X	X	X	X	X	X		X
18	X	X	X	X	X	X	X	X	X	X	X			X
19	X	X	X	X	X	X	X	X	X	X	X			X
20	X	X	X	X	X	X	X	X	X	X	X	X	X	X
21	X	X	X	X	X		X	X	X	X	X			X
22	X	X	X	X	X	X	X	X	X	X	X			X
23	X	X	X	X	X		X	X	X	X	X	X	X	X
24	X	X	X	X	X		X	X	X	X	X			X
25	X	X	X	X	X		X	X	X	X	X			X
26	X	X	X	X	X	X	X	X	X	X	X			X

Skill set	Cognitive skills							Intra-personal skills				Interpersonal skills		
	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self-Management	Independent learning	Self-Reflection	Team Work	Leadership	Cultural Awareness
44	X	X	X	X	X	X	X	X	X	X	X	X	X	X
45	X	X	X	X	X	X	X	X	X	X	X	X	X	X
46	X	X	X	X	X		X	X	X	X	X		X	X
47	X	X	X	X	X	X	X	X	X	X	X	X	X	X
48	X	X	X	X	X	X	X	X	X	X	X	X	X	X
49	X	X	X	X	X	X	X	X	X	X	X	X	X	X
50	X	X	X	X	X	X	X	X	X	X	X	X	X	X
51	X	X	X	X	X	X	X	X	X	X	X	X	X	X
52	X	X	X	X	X	X	X	X	X	X	X	X	X	X
53	X	X	X	X	X	X	X	X	X	X	X	X	X	X
54	X	X	X	X	X	X	X	X	X	X	X	X	X	X
55	X	X	X	X	X	X	X	X	X	X	X	X	X	X
56	X	X	X	X	X	X	X	X	X	X	X	X	X	X
57	X	X	X	X	X	X	X	X	X	X	X	X	X	X

