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Programme Specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Degree and Programme Title MA/PG Dip in Contemporary Dance Performance

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	Northern School of Contemporary Dance
3. School responsible for management of the programme	Northern School of Contemporary Dance
4. Teaching Site	Northern School of Contemporary Dance, Leeds
5. Mode of Delivery	<i>Full-Time</i>
6. Programme accredited by	<i>Not applicable</i>
7. Final Award	MA/PGDip
8. Programme	<i>Contemporary Dance Performance</i>
9. UCAS Code (or other code)	Not applicable
10. Credits/ECTS value	<i>180 credits (MA), 120 Credits (PG Dip)</i>
11. Study Level	<i>Postgraduate (Level 7)</i>
12. Relevant QAA subject benchmarking group(s)	Drama Dance and Performance (2007) http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx . <i>This benchmarking statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to Level 7 study</i>
13. Date of creation/revision (note that dates are necessary for version control)	February 2016
14. Intended Start Date of Delivery of this Programme	<i>From September 2016</i>

15. Educational Aims of the Programme

The programme aims to:

1. Provide an excellent quality of Higher Education provision in the field of contemporary dance to prepare students for employment and further study

2. Promote knowledge and understanding of professional contemporary dance practice and the aesthetic, artistic and cultural values informing the way in which dances are made, performed, viewed and shared amongst a variety of recipients and audiences
3. Provide a professional level learning environment where students can refine their own contemporary dance performance practice, exploring and developing their own distinctive strengths and qualities as emergent professional dance artists
4. Provide extensive opportunities for students to reflect upon and critically examine their practice, promoting significant individual personal and professional development
5. Provide opportunities for students to develop the wide range of skills needed to meet the challenges presented by the current professional dance environment
6. Enable students to initiate, self-direct and maintain independent approaches to their own learning and to develop their analytical, critical and interpretive skills, appropriate to postgraduate work
7. Develop students' ability to undertake and articulate independent research and investigation into their own development as a dance artist, through sustained engagement with contemporary dance performance practice
8. Provide an interface with the contemporary dance profession through which students can both be informed by and potentially impact on the development of contemporary dance practice

16 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for Dance, Drama and Performance (2007). This benchmarking statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to MA/Postgraduate level study.

The programme learning outcomes have carefully considered the UK Quality Code for Higher Education in relation to The Frameworks for Higher Education Qualifications (FHEQ, October 2014)

A. Knowledge and Understanding of:

1. Contemporary dance practice and professional competences essential to the field of study.
2. Research methodologies and critical perspectives on contemporary dance practice, encompassing a critical awareness of new insights, informed by, the forefront of their academic and professional practice.
3. Advanced critical, artistic and conceptual paradigms in order to comprehend, interpret and intellectually engage with the art form.
4. A range of dance techniques and movement forms and their innovative, challenging and informed application to practice of performance, the process of rehearsal, devising, dance making and performing.

5. The interplay of theory and practice within the field of contemporary dance practice.

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

Teaching and Learning Strategies

Tutor and / or mentor led sessions, working with professional choreographers / dance practitioners, directed and independent study, group work, practical workshops, lectures, seminars, rehearsals, performances, placement learning (Postgraduate Apprenticeship Scheme) professional performance schedule (Postgraduate Company), professional practice (simulated and actual) and experiential learning. The training offers a range and variety of dance techniques and movement forms, including ballet and formal contemporary classes, in which the content develops refined precision, artistry and safe, sophisticated practice (all pathways). On placement (Postgraduate Apprenticeship Scheme) students work as a member of a professional dance company taking company class and participating in the development of the company's repertory. They may have the opportunity to perform and/or contribute to the company's' educational / community programme. The Postgraduate Company pathway provides an in-house simulated company experience where students work with a company artistic and rehearsal director to gain a realistic appreciation and understanding of the demands of working in a professional environment. This includes working with leading professional choreographers, fully participating in rehearsal and production processes and company technique classes. This is followed by a tour performing across the UK and in some European venues during which they experience the challenges of a professional performance schedule. All students examine contemporary dance performance practice and the aesthetic, artistic, creative and cultural values informing the ways in which dances are made and performed and the arising implications for their own professional, artistic and creative development.

Assessment Methods

Formative, continuous and summative assessments including assessment of studio practice, dance technique, rehearsals, professional practice, working processes, performance, reflective practice, lecture demonstration and viva voce.

Skills and Other Attributes

B. Intellectual Skills:

1. the ability to adopt independent, flexible and innovative approaches in advancing knowledge and understanding
2. the ability to communicate the outcomes of qualitative and experiential learning through the process of reflective practice
3. the ability to deal with complex issues creatively and systematically and make informed judgements and conclusions which are communicated clearly

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4. the ability to demonstrate conceptual understanding of the discipline that enables critique of contemporary dance practice
5. the ability to undertake independent research in the field of contemporary dance practice and disseminate this to the wider public

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

See Section A

C. Subject-specific Skills: *(These will include practise and professional skills)*

1. the ability to communicate artistic ideas and intentions with an embodied understanding of technical, creative and interpretive skill
2. highly informed, analytical and creative approaches to working within training and/or professional dance environments
3. the ability to maintain working practices at a level equivalent to the expected norms and standards of the dance profession
4. the capacity to engage imaginatively with creative practice, promoting substantial artistic and personal growth

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

See section A

D. Transferable Skills: *(Non-subject specific key skills)*

1. the ability to exercise initiative and to take personal responsibility within training and professional situations
2. the ability to communicate information, ideas and creative responses in a variety of ways and to a variety of audiences
3. the ability to make appropriate and effective decisions within complex and/or unpredictable situations
4. the ability to apply reflective and independent thinking to the articulation of personal and professional experience
5. the ability to sustain concentration and focus for extended periods
6. the ability to work effectively and productively in groups to negotiate and pursue goals with others in practical contexts
7. the ability to make informed critical evaluations of own work and/or the work of others
8. the ability to develop ideas and construct arguments and to present them in appropriate ways

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

See section A

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any fall back award relating to this programme of study, see the module mapping table, located at the end of this specification.

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

The MA / PG Diploma in Contemporary Dance Performance is studied over one year full-time. The MA in Contemporary Dance Performance is divided into two stages. Stage 1 comprises modules to a total of 120 credits. Stage 2 comprises a 60 credit Research Project Module. Students must successfully complete each module to be awarded the specific number of credits for that module. Upon successful completion of both stages, students will achieve 180 credits and be awarded the MA in Contemporary Dance Performance. Where students successfully complete stage 1 only, they will achieve 120 credits and be awarded the PG Diploma in Contemporary Dance Performance.

One credit corresponds to a minimum of ten hours of 'learning time' – these include classes, performances, placement, private study and research. Thus obtaining 180 credits in an academic year requires 1,800 hours of overall learning time. Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of a Masters degree, students must obtain 180 credits, at least 150 of which must be Level 7. Students who obtain 120 credits, but excluding the Research Project, will be eligible for the award of postgraduate diploma.

Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that

the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

Appropriate time for the acquisition of skills, knowledge and understanding, as well as the important critical reflection is an important construct of the programme. This allows the students the opportunity to engage fully with the deeper practice of learning through an enquiring mind. Such constructs are defined by the QAA (2010) *Masters degrees characteristics* as being indicative of an 'in-depth knowledge and understanding of their profession, informed by current practices'.

Stage 1:

In order to achieve the MA / PG Dip in Contemporary Dance Performance, this programme offers two pathways: the Postgraduate Company (VERVE) and the Postgraduate Apprenticeship Scheme (PAS).

Postgraduate Company (VERVE)

This pathway operates as an in-house simulated professional company, called VERVE. Students experience the creation and rehearsal of a dance performance programme and undertake a tour to professional venues throughout the UK and in Europe. Throughout the pathway they are in contact with professional practitioners in the studio and at venues. Students are expected to work at a level commensurate with the expectations of those with whom they come into contact. The College arranges accommodation and travel for the tour and Verve's Artistic Director, who is a member of the teaching staff, and who accompanies students on tour. The Artistic Director has a professional role as rehearsal director and responsibility for pastoral support, student progress and assessment. All assessments will undergo moderation by an internal moderator who is independent of the marking and module delivery and reviewed by the External Examiner. Further support is provided from the College's academic, administration and support staff as required.

Postgraduate Apprenticeship Scheme

On this pathway study is divided between time in-house (September, May, June & July) and on a professional company placement (October to April). The College sources accommodation, through local agencies or the placement company, when students are on placement. Each student is supported whilst on placement by a member of the company who acts as a mentor and by Postgraduate Apprenticeship Scheme Coordinator who visits students at least twice during placement. There is an induction scheme for company mentors who are supported by the Postgraduate Apprenticeship Scheme Coordinator. The Postgraduate Apprenticeship Coordinator has overall responsibility for pastoral support, progress assessment of students on placement and maintains contact with the students through visits, the placement company's directorship and/or administration, the company mentors and directly with the students via email and phone calls.

Stage 2: The Research Project

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This module follows on from successful completion of one of the postgraduate diploma pathways. In it students undertake a substantial piece of independent research, in which they are given the opportunity to work at an advanced level of scholarly activity relative to the field of study. Students are guided through the process by tutor / mentor support. Students have access to College resources and take advantage of the full range of student support systems provided by the College, including pastoral, academic and wellbeing.

At postgraduate level the 'Summer Term' may extend into the beginning of the standard summer vacation period. Where this is the case, it is indicated in the table below. If students require specific details before commencing on the programme they should contact the programme director for information.

Postgraduate Company route:

Code	Title	Level	Credits	Term(s)
Stage 1				
Compulsory Modules				
PGCD1	Dance Technique	7	20	1, 2, 3
PGCD8	Professional Practice: Company	7	100	1, 2, 3
Stage 2				
Compulsory Module				
MANCD1	Research Project	7	60	3
Award of MA in Contemporary Dance Performance			180 Credits	

Postgraduate Apprenticeship Scheme:

Code	Title	Level	Credits	Term(s)
Stage 1				
Compulsory Modules				
PGCD1	Dance Technique	7	20	1, 2, 3
PGCD9	Professional Practice: Apprenticeship	7	100	1, 2, 3
Stage 2				
Compulsory Module				
MANCD1	Research Project	7	60	3
Award of MA in Contemporary Dance Performance			180 Credits	

18 Work-Based Learning

Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students.

Work-based learning appropriately takes place in module PGCD9 Professional Practice: Apprenticeship (100 credits, 50 ECTS). Location varies according to the placement host companies who support the placement activity. The company placement is sourced by the Postgraduate Apprenticeship Coordinator who also supports accommodation acquisition for the student on placement, through local agencies or the placement company. Each student is supported whilst on placement by a member of the company who acts as a professional mentor and by Postgraduate Apprenticeship Scheme Coordinator who visits students at least twice during placement. There is an induction scheme for professional mentors who are supported by the Postgraduate Apprenticeship Scheme Coordinator. The Postgraduate Apprenticeship Coordinator has overall responsibility for pastoral support, progress assessment of students on placement and maintains contact with the students through visits, the placement company's directorship and/or administration, the company mentors and directly with the students via email, Skype and phone calls. Students have Tutorials every month to support the teaching, learning and assessment process.

19 Support for Students and their Learning

Induction programme

- Student handbook
- Programme handbook
- library and library induction/skills package
- Small group intensive teaching
- Professional artists
- High quality specialist learning resources including a theatre equipped to professional standards, industry standard dance studios and equipment, technical support from professional practitioners.

Academic support

- Module tutors
- A personal tutor / mentor
- One to one feedback
- Individual and group tutorials
- Academic support system

Central support services

- Support for students with a disability or a specific learning difficulty including a specialist learner support tutor
- Support for students whose first language is not English
- Injury treatment and rehabilitation including individual injury management support and osteopathy and physiotherapy referrals
- Welfare and Counselling service support
- Careers advice and guidance

Student Support <http://www.kent.ac.uk/studentsupport/>

- Student Wellbeing www.kent.ac.uk/studentwellbeing/
- Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html>
- Counselling Service www.kent.ac.uk/counselling/
- Kent Union www.kentunion.co.uk/
- Graduate School (Provision of (i) skills training (workshops and online courses) (ii) institutional level induction and (iii) student-led initiatives such as social events, conferences and workshops) www.kent.ac.uk/graduateschool/index.html
- Information Services (computing and library services) www.kent.ac.uk/is/
- Postgraduate student representation at School, Faculty and Institutional levels
- Centre for English and World Languages www.kent.ac.uk/cewl/index.html
- Careers and Employability Services www.kent.ac.uk/ces/
- International Development Office www.kent.ac.uk/international/
- Medical Centre www.kent.ac.uk/counselling/menu/Medical-Centre.html
- Library services, see <http://www.kent.ac.uk/library/>
- PASS system, see <https://www.kent.ac.uk/uelt/quality/code2001/annexg.html>

20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 18 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1 Entry Route

For fuller information, please refer to the University prospectus

- Candidates for the programme must be graduates of three-year dance training programmes delivered in the University or Conservatoire sector at level 6 (in the case of universities) or professional level (in the case of conservatoires).
- Candidates not holding one of these entry qualifications may apply for accreditation of prior experiential learning (APEL).
- Candidates must audition in order to be considered for entry onto the programme.
- Additionally candidates for the Postgraduate Apprenticeship Scheme must audition successfully for a placement with a professional dance company. College staff, in consultation with the representative of the placement dance company will be responsible for the selection of Postgraduate Apprentices.
- To be accepted onto the MA component a student must have successfully completed a Postgraduate Diploma in a relevant subject area
- ESOL candidates must have an average 6.5 in IELTS test, minimum 6.0 in reading and writing to enrol on the programme.

20.2 What does this programme have to offer?

The MA / PG Dip in Contemporary Dance Performance is designed to offer professional-level experience for graduates from vocational dance training programmes through one of two distinct programme pathways:

- The Postgraduate Company Pathway, which operates as a touring dance company
- The Postgraduate Apprenticeship Scheme Pathway, which includes a work placement with a professional dance company

The Postgraduate Company and Postgraduate Apprenticeship Scheme pathways are a direct response to an identified lack within the industry of young dancers with company experience, a mature professional attitude and an informed view of the role and responsibilities of a professional dancer. With its emphasis on professional practice, the programme aims not only to function as a framework in which graduates can further develop as professional dance artists but also one that increases their employability and career opportunities within the dance profession. All pathways provide opportunities for students to develop their ability to articulate contextualise and communicate their artistic understanding through practice, as well as through traditional academic activities.

Postgraduate Company Pathway: The distinctiveness of this pathway lies in the experience students' gain through working as members of a touring dance company through which they acquire a realistic appreciation and full understanding of the demands of working in a professional environment. This includes the experience of collaborating with leading choreographers, fully participating in rehearsal and production processes and meeting the challenges of a professional performance schedule. The programme also facilitates the development of the interpersonal skills required for company members to work successfully with other dance artists, directors, composers, musicians, designers and in environments where practice is being taught and shared. The company performs in a diverse range of venues both nationally and internationally, providing exposure to

UK and European dance audiences, professional directors, agents and dance commentators and the practicalities of middle scale touring. These include on-going rehearsal and adaptation of the performance programme to new spaces, maintaining health and fitness whilst on tour and contributing to related educational activities such as open rehearsals, lecture demonstrations and company workshops. This invaluable introduction to the professional context may also be useful as a model for those who aspire to create their own companies in the future. In addition to the development of work for performance, the students will take part in a rigorous in-house programme, with a regular company class in a range of dance techniques and movement forms. Throughout the creative process and preparation for the tour, emphasis is placed on nurturing a confident and versatile dance artist with advanced technical competence and a high level of artistry. On completion, students will have gained a critical awareness of the contemporary dance profession and have recognised the particular transferable skills developed through the experience of professional touring. Furthermore they will have substantially increased their ability to work successfully in a professional context.

Postgraduate Apprenticeship Scheme Pathway: The distinctiveness of this pathway lies in the opportunity for professional development through a work placement ranging from approximately four to nine months with a professional dance company as a Postgraduate Apprentice. This opportunity offers an invaluable first-hand experience of the working life of a professional dance company. Through both participation and observation, students experience the processes involved in creating, rehearsing, producing and touring a performance programme, including any related education and community outreach work. A programme of intensive technical training and performance opportunities delivered in-house at Northern School of Contemporary Dance supports the placement. On completion of this pathway students will have gained a critical awareness of the specific ethos and artistic direction of their host company and will understand how this relates to the contemporary dance profession as a whole. They will also have recognised the particular transferable skills developed through engagement with the company's day-to-day working practices and will have substantially increased their ability to work successfully in a professional environment. This invaluable introduction to the professional context may also be useful as a model for those who aspire to create their own companies in the future.

20.3 Personal Profile

On entry the student will be able to demonstrate:

- The potential to further refine and advance their acquired technical skill and deepen their artistic awareness
- The potential to further develop other dance-related skills, knowledge and understanding and to apply them to a professional contemporary dance context
- The capacity to gain the maximum benefit from the programme of study through an imaginative and intelligent involvement with all aspects of the learning experience
- The ability to critically reflect upon, appraise and respond to professional contemporary dance performance practice
- An approach to working professionally that is typically creative, reflective and evaluative.

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

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21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- Periodic Programme Review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>
- Student evaluations and feedback
- Annual Programme Monitoring Report, University of Kent template
- Affiliate Annual Programme Monitoring Report (APMR) Conservatoire for Dance and Drama (CDD) template
- Annual staff appraisal including observation, analysis and approval of teaching
- Induction programme for new staff including an identified mentor
- Internal moderation of assessed work
- Staff feedback

21.2 Committees with responsibility for monitoring and evaluating quality and standards

- NSCD Academic Board
- University of Kent Board of Examiners
- NSCD Learning and Teaching Committee
- Faculty meetings
- Programme team meetings
- Student Communications Committee
- CDD Academic Board
- CDD Learning and Teaching Committee
- CDD Quality Assurance Forum

21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student module surveys, programme surveys, exit surveys and exit interviews
- Student group module evaluations
- PTES survey
- Kent Partner Institute Survey
- Staff / Student Communications Committee
- Student representation on College committees (Academic Board and the Learning and Teaching Committee)
- Principal, Director of Studies and Coordinator meetings with student cohorts

21.4 Staff Development priorities include:

- Financial support for staff wishing to undertake Higher Education Academy recognised teaching qualifications

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- Financial support for staff with course/curriculum responsibilities to undertake courses that develop leadership and management skills.
- Financial support for administrative and support staff to undertake appropriate professional/skills development
- Triennial job evaluation system
- Staff appraisal scheme
- In-house staff training
- Professional body requirements
- Programme team meetings
- Research seminars, short courses and conferences
- Assessment training for new staff

22 Indicators of Quality and Standards

- Annual Programme Monitoring Reports drawing on:
 - Statistical indicators in relation to recruitment and enrolment, retention rates, withdrawals and reasons for withdrawals, progression and qualification rates
 - Student surveys at module and programme level
 - Student group module evaluation meetings
 - Feedback from the Student Communications Committee
 - Graduate destinations
 - Tutor discussion at Faculty meetings and Teaching Staff meetings
 - Formal discussions and recommendations of the Learning and Teaching Committee and Academic Board
 - External Examiner's report
 - Peer review of APMR at CDD level, through its Learning, Teaching Committee and Academic Board
- Report of the QAA Institutional Audit of the CDD in 2010
- University of Kent Periodic Review visit and report 2012
- University of Kent QAA Higher Education review 2015

22.1 The following reference points were used in creating these specifications:

- NSCD Learning and Teaching Strategy 2012/13
- NSCD Assessment Regulations 2012/13
- NSCD Human Resource Strategy and Extended Investment Plan 2007/08
- NSCD Critical Evaluation Document for the University of Kent Periodic Review (November 2012)
- NSCD Programme Review and Annual Monitoring Reports 2011/12
- Conservatoire for Dance and Drama Learning, Teaching and Assessment Strategy
- Graduate Diploma in Contemporary Dance Programme and Module Specifications (validated in 2006)
- Employer feedback
- Current professional choreographic and performance practice
- Code of practice for the assurance of academic quality and standards in higher education
- Subject benchmark statements for Dance, Drama and Performing Arts

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- Framework for Higher Education Qualifications in England, Wales and Northern Ireland. (October, 2014)

Programme Title: MA / PG Dip in Contemporary Dance Performance

	Stage 1			Stage 2
	PGCD1 Dance Techniques	PGCD8 Professional Practice: Company	PGCD9 Professional Practice: Apprenticeship	MANCD1 Research Project
Programme Learning outcomes				
Knowledge and Understanding:				
A1		X	X	X
A2	X	X	X	X
A3	X	X	X	X
A4		X	X	X
A5	X	X	X	X
B1	X	X	X	X
B2	X	X	X	X
B3		X	X	X
B4	X	X	X	X
B5				X
Subject-specific Skills:				
C1		X	X	X
C2		X	X	X
C3	X	X	X	X
C4	X	X	X	X
Transferable Skills:				
D1	X	X	X	X
D2	X	X	X	X
D3	X	X	X	X
D4		X	X	X
D5	X	X	X	X
D6		X	X	X
D7	X	X	X	X
D8	X	X	X	X