**WBL Framework Specification**

Middlesex University Work Based Learning Framework Specification

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| 1. | Awarding institution | Middlesex University |
| 2. | Teaching institution | Middlesex University and approved collaborative partners |
| 3. | Accredited by | NA |
| 4. | Final awards | Master’s Degree - MA/MSc  Postgraduate Diploma  Postgraduate Certificate |
| 5. | Programmes | All final awards above are described in accordance with the titles approved for the Work Based Learning Framework:   1. Work Based Learning Studies (*specialist area of work/practice\**) 2. Professional Practice in *specialist area of work/practice\** 3. Approved non-standard Work Based Learning Framework qualification titles, currently including:  * Business Practice * Business Change Practice * Management Practice * Management and Change Practice * Leadership and Management Practice * Human Resources Management Practice * Recruitment Practice * Economics Practice * Statistics Practice * Law Practice * Marketing Practice * Accounting Practice * Finance Practice * Retail Banking Practice * Enterprise Practice * Professional Media Practice * Project Management Practice   Other future non-standard titles require formal approval by Middlesex University Academic Programme Planning Group  **\****as negotiated and approved through the Work Based Learning Framework Programme Approval process* |
| 6. | UCAS code (or other  relevant coding system) | NA |
| 7. | Relevant QAA subject benchmark group(s) | NA |
| 8. | Academic year | 2011/12 |
| 9. | **Reference points**  The following reference points were used in designing the Work Based learning Framework:   * Middlesex University Centre of Excellence in Work Based Learning research and development activity and outputs (2010) * Middlesex University Learning, Teaching and Assessment Strategy (2010) * Middlesex University module level descriptors (2010) * SEEC credit level descriptors (2010) * Quality and Curriculum Framework (QCF) level descriptors (2010) * Quality Assurance Agency for Higher Education (QAA) Framework for Higher Education Qualifications (2008) * QAA Foundation Degree Qualification Benchmarking (2010) * QAA Master’s Degree characteristics (2010) * QAA Employer-responsive provision survey (2010) * QAA Statement: Quality assurance and the HEFCE priority for higher education learning linked to employer engagement and workforce development (2009) * QAA Higher education credit framework for England: guidance on academic credit arrangements in higher education in England (2008) * QAA Academic credit in higher education in England - an introduction (2009) * QAA Higher education credit framework for England (2008) * QAA Guidelines on the accreditation of prior learning in England, Wales and Northern Ireland (2004) * QAA Code of practice,section 9: Work-based and placement learning (2007) * QAA Guidelines on APEL (2005) | |

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| 10.  11. | **Educational aims of the Work Based Learning Framework**  The aims of the Work Based Learning Framework are:  To enable the University to provide higher education programmes customised to the needs of employer partners   * To provide accessible and flexible opportunities for those in paid or unpaid work to gain a comprehensive range of higher education qualifications at levels 4 to 7. * To provide a means to recognise and accredit higher-level learning that is specifically achieved in the context of work to promote continuing personal and professional development. * To enable individuals to recognise their own work-based learning as the subject of higher education study and to negotiate programmes which are focused on topics and issues relevant to their work. * To enable individuals to develop higher-level knowledge and understanding, and cognitive, practical, personal and enabling skills from the study of their own work-based learning. * To provide the means to construct negotiated work-based higher education programmes, in partnership with employers or other organisations, that are designed to meet their development needs.   **Work Based Learning Framework level descriptors and learning outcomes**  Work Based Learning Framework programmes and modules specify opportunities for students to achieve and demonstrate learning outcomes at appropriate academic levels (4 to 7). The Framework includes work-based learning level descriptors that describe learning achievement in four categories at each level:   * Knowledge and understanding * Cognitive skills * Practical skills * Personal and enabling skills   All work-based learning programmes and modules specify learning outcomes that appropriately reflect these level descriptors.  The work-based learning outcomes describe what students should be able to demonstrate on successful completion of a Work Based Learning Framework programme or module.  Each award listed in Section 4 above requires the assessment of learning outcomes at appropriate academic levels. Different learning outcomes are assessed in different modules. |
|  | **Knowledge and understanding**  The subject studied, leading to an increase in knowledge and understanding, is the student’s own work-based learning.  **KU1 Identification and application of work-based knowledge**  ***Level***  **6** Identification and application of knowledge demonstrates a critical understanding of the inter- relationship between theory and work/practice  **7** Identification and application of knowledge demonstrates systematic and critical understanding of theory at the forefront of professional practice  **KU2 Understanding and application of ethical principles to work/practice**  ***Level***  **6** Understanding of key ethical principles demonstrates a coherent and in-depth knowledge of how they apply to the work/practice of self and others  **7** Critical understanding of ethical principles demonstrates a systematic knowledge and coherent application of professional codes of conduct to the work/practice of self and others  **Example of KU1**: Students entering a Bachelor’s Degree programme at level 5 can undertake a module entitled Review of Learning (WBS2515) in which they are required to reflect on learning from prior work or other experience to claim level 4 academic credit. On completion of this module, students will be able to identify and apply knowledge to demonstrate an understanding of the context of their own work/practice, and to justify the choices made in developing a portfolio and selecting evidence for it. This is necessarily a self-directed task, since the content of the portfolio is the students’ own learning.  **Learning and teaching**  WBL Framework programmes operate a blended learning and teaching approach in line with the University’s Learning, Teaching and Assessment strategy. The following methods are offered to enable students to develop their knowledge and understanding:   * Induction and review of progress workshops * Formative feedback on work from the student’s adviser in person, via email, webcam, MyLearning discussion boards * Tutor-led face to face and online seminars and workshops used for discussion and small group work * Student-led interaction via online discussion forums including MyLearning * Student-led interaction with workplace colleagues and/or communities of practice * Self-directed learning facilitated by programme and module handbooks, MyLearning and other learning materials   **Assessment**  Assessment criteria for WBL Framework programmes are linked to learning outcomes, in line with the University’s Learning, Teaching and Assessment strategy. Knowledge and understandingis assessed via:   * Essay * Reflective commentary * Learning diary * Online Blog * Portfolio * Negotiated programme agreement * Project proposal * Project report * Audio and/or visual presentation   **Cognitive skills**  The subject studied, leading to the development of cognitive skills, is the student’s own work-based learning.  **CS1** **Analysis and evaluation of work-based information and concepts**  ***Level***  **6** Analysis and synthesis of a range of information, including some advanced theoretical perspectives, informs judgements and contributes to a critical evaluation of own work/ practice  **7** Systematic analysis and synthesis of a range of information and advanced theoretical perspectives informs the development and critical evaluation of innovative work/practice  **CS2 Reflection on the wider contexts of work based practice and learning**  ***Level***  **6** Reflection is becoming an established aspect of own practice, is informed by critical engagement with a community of practice and contributes to the coherent development of own work/practice  **7** Reflection is an established aspect of own practice and leads to significant transformative insights which have the potential to impact on the work/practice of self and often others  **CS3 Work-based inquiry, action planning and problem solving**  ***Level***  **6** Methods of inquiry methods, action planning and/or problem solving are critically evaluated and creatively applied and have the potential to enhance the work/practice of self and/or others  **7** Methods of inquiry methods, action planning and/or problem solving are systematically and critically evaluated and have the potential to creatively transform the work/practice of self and/or others in complex contexts  **Example of CS1:** Master’s students can undertake a level 7 module entitled ‘Advanced Practitioner Inquiry’ (WBS4630) in which they are required to systematically analyse and synthesise a range of advanced methods and approaches to work-based research and inquiry relevant to their own and others’ work /practice. On completion, they will be able to critically evaluate these methods and approaches to inform the development a proposal for a project, inquiry or other work-based activity intended to have a significant impact on their work/practice and/or organisation.  **Learning and teaching**  WBL Framework programmes operate a blended learning and teaching approach in line with the University’s Learning, Teaching and Assessment strategy. The following methods are offered to enable students to develop their cognitive skills:   * Induction and review of progress workshops * Formative feedback on work from the student’s adviser in person, via email, webcam, MyLearning discussion boards * Tutor-led face to face and online seminars and workshops used for discussion and small group work * Student-led interaction via online discussion forums including MyLearning * Student-led interaction with workplace colleagues and/or communities of practice * Self-directed learning facilitated by programme and module handbooks, MyLearning and other learning materials   **Assessment**  Assessment criteria for WBL programmes are linked to learning outcomes, in line with the University’s Learning, Teaching and Assessment strategy. Cognitive Skills are assessed via:   * Essay * Reflective commentary * Learning diary * Online Blog * Portfolio * Negotiated programme agreement * Project proposal * Project report * Audio and/or visual presentation   **Practical skills** The subject studied, leading to the development of practical skills, is the student’s own work-based learning.  **PS1 Work-based project design and development skills**  ***Level***  **6** Work-based projects and/or inquiries are designed and developed to impact on and improve selected areas of own and others’ work/practice  **7** Work-based projects and/or inquiries are systematically designed and developed to transform the work/practice of self and others  **PS2 Professional networking and interpersonal skills**  ***Level***  **6** Selected work/practice networks are critically engaged with by adapting interpersonal and networking skills to generate ideas and information  **7** Systematic engagement with professional networks includes the application of advanced interpersonal and networking skills to transform the work/practice of self and others  **PS3 Work-based communication and information management**  ***Level***  **6** Ideas and information are coherently constructed and communicated for a range of work/practice and/or academic audiences  **7** Ideas and information are systematically managed and persuasively communicated for professional work/practice and/or academic audiences  **Example of PS1**: All students undertaking a WBL Framework programme that leads to a major award must complete a Negotiated WBL Project module. For a Foundation Degree this is at level 5, for a Bachelor’s Degree, this is at level 6 and for a Master’s Degree this is at level 7. On completion, students will have demonstrated the design and development of projects, inquiries or other work-based activity. At level 5 projects, inquiries or other work-based activity will be designed to improve areas of own work/practice. At level 6 projects, inquiries or other work-based activity will be designed to impact on and improve selected areas of own and others’ work/practice. At level 7 projects, inquiries or other work-based activity will be designed to transform the work/practice of self and others.  **Learning and teaching**  WBL Framework programmes operate a blended learning and teaching approach in line with the University’s Learning, Teaching and Assessment strategy. The following methods are offered to enable students to develop their practical skills:   * Induction and review of progress workshops * Formative feedback on work from the student’s adviser in person, via email, webcam, MyLearning discussion boards * Tutor-led face to face and online seminars and workshops used for discussion and small group work * Student-led interaction via online discussion forums including MyLearning * Student-led interaction with workplace colleagues and/or communities of practice * Self-directed learning facilitated by programme and module handbooks, MyLearning and other learning materials   **Assessment**  Assessment criteria for WBL programmes are linked to learning outcomes, in line with the University’s Learning, Teaching and Assessment strategy. Practical Skills are assessed via:   * Essay * Reflective commentary * Learning diary * Online Blog * Portfolio * Negotiated programme agreement * Project proposal * Project report * Audio and/or visual presentation   **Personal and enabling skills**  The subject studied, leading to the development of personal and enabling skills, is the student’s own work-based learning.  **PES1 Self-directed professional development skills**  ***Level***  **6** Personal and professional development activities are based on self and peer assessment, involves responsibility for own learning and an appraisal of continuing professional development alternatives  **7** Personal and professional development activities are based on critical reflection and analysis of personal motivations, aspirations and actions to plan and project own continuing professional development  **PES2** **Responsibility and leadership in work/practice contexts**  ***Level***  6 The ability to lead and take responsibility for the management of individual and/or group learning is demonstrated in individual and/or group work/practice contexts  **7** The ability to lead and be accountable for the strategic management of individual and/or group learning demonstrates initiative in professional contexts  **Example of PES1/2**: At level 4, students can undertake a ‘Preparation for Work Based Learning’ module (WBS1815). This module requires students to identify and engage with study skills and to develop a personal development plan relevant to their own work-based learning. At level 5, the 60 credit Negotiated Work Based Learning Project’ module (WBS2760) requires the demonstration of the ability to self-assess capabilities and professional development needs andto take responsibility for the quality of the student’s own learning in a range of individual and/or group contexts.At level 7, students can undertake a ‘Continuing Professional Development’ module (WBS4810) that requires students to critically evaluate and incorporate feedback from others into a professional development programme and action plan, considering current developments in work/practice.  **Learning and teaching**  WBL Framework programmes operate a blended learning and teaching approach in line with the University’s Learning, Teaching and Assessment strategy. The following methods are offered to enable students to develop their practical skills:   * Induction and review of progress workshops * Formative feedback on work from the student’s adviser in person, via email, webcam, MyLearning discussion boards * Tutor-led face to face and online seminars and workshops used for discussion and small group work * Student-led interaction via online discussion forums including MyLearning * Student-led interaction with workplace colleagues and/or communities of practice * Self-directed learning facilitated by programme and module handbooks, MyLearning and other learning materials   **Assessment**  Assessment criteria for WBL programmes are linked to learning outcomes, in line with the University’s Learning, Teaching and Assessment strategy. Personal and enabling skills are assessed via:   * Essay * Reflective commentary * Learning diary * Online Blog * Portfolio * Negotiated programme agreement * Project proposal * Project report * Audio and/or visual presentation |

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| 12.  12.1 | **Work Based Learning Framework Programme construction**  **Component D**  Other  WBL Framework  Modules  **Component C**  Accredited Learning  *Prior certificated and experiential learning,*  *In-company training*  **Component E**  Other  Middlesex University Subject-based Modules  Individual Work Based Learning Framework programmes vary in structure dependent upon individual, employer or other organisational need. Work Based Learning programmes can be constructed and approved to lead to all the awards listed in 12.2 below.  The Work Based Learning Framework is comprised of a range of types of modules that can be combined to construct Work Based Learning programmes. This includes the following kinds of modules:   * Review of Learning * Professional Development * Practitioner Inquiry * Negotiated Work Based Learning Project   In addition, the Work Based Learning Framework includes the following supplementary modules:   * Personal and Professional Development * Mentoring * Literature Review   All Work Based Learning Framework programmes are constructed from the required and optional components identified in the diagram below and in accordance with the principles and requirements described in 12.1 below:  ***Required Work Based Learning Framework programme components***  ***Optional Work Based Learning Framework programme components***  **Component A**  An Approved WBL Framework Programme Agreement  *Award Title*  *Negotiated Learning Outcomes*  *Specified Learning, Teaching and Assessment strategies*  **Component B**  A Negotiated WBL Project Module  Required for Foundation, Bachelor’s and Master’s Degree programmes  *Individually negotiated project, inquiry or other work-based activity*  Work Based Learning Framework modules, subject-based modules and accredited learning components are combined through processes of academic advice, negotiation and consultation to meet identified individual professional development or organisational development needs. The specific details of Work Based Learning Framework programmes are detailed in approved Programme Agreement documents.  **Work Based Learning Framework Programme principles and requirements**  The following principles apply to all programmes of study approved within the Work Based Learning Framework:   1. All Work Based Learning awards must be described in accordance with the award titles approved for the Work Based Learning Framework:    1. Work Based Learning Studies (*specialist area of work/practice*)    2. Professional Practice in *specialist area of work/practice*    3. University approved non-standard Work Based Learning award titles e.g. Retail Banking Practice    4. All Work Based Learning Framework programmes that lead to major Work Based Learning awards (Master’s, Bachelor’s and Foundation Degrees) must contain a Negotiated Work Based Project module at the qualifying level of appropriate credit volume. Master’s Degree programmes must include a level 7 Negotiated Work Based Project module of 60 credits. Bachelor’s and Foundation Degrees must include a Negotiated Work Based Project module at level 6 or 5 respectively of at least 30 credits.    5. Work Based Learning Framework programmes that lead to Work Based Learning awards can be comprised of Negotiated Work Based Project modules alone    6. All Work Based Learning Framework programmes that lead to Work Based Learning awards must appropriately reflect the relevant Work Based Learning Framework level descriptors    7. Negotiated Work Based Project modules provide the opportunity for the development of projects/inquiries and/or other work-based activities that reflect personal and professional development or organisational development aims. They can also be used as benchmarks for the accreditation of prior and experiential earning. The specific use of Negotiated Work Based Project modules will be described in a Work Based Learning Framework Programme Agreement document.    8. Work Based Learning Framework modules other than Negotiated Work Based Project modules (such as Practitioner Inquiry modules) can be tailored for specific work/practice and/or sector/organisation/cohort purposes in the way that these modules are delivered and assessed. This will be described in a Work Based Learning Framework Programme Agreement document.    9. Work Based Learning Framework programmes may contain various combinations of Negotiated Work Based Project modules and non-negotiated Work Based Learning Framework modules    10. Work Based Learning Framework programmes may contain other validated subject-based modules where these are approved as part of the programme and comprise no more than 50% of credit delivered at the highest level of the programme. |

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| 12.2 | **Work Based Learning Framework awards and modules by levelsand credit**  ***Minimum and maximum credits by level for Work Based Learning Framework qualifications***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | ***Middlesex University Awards*** | ***Level***  ***4*** | ***Level***  ***5*** | ***Level***  ***6*** | ***Level***  ***7*** | ***Minimum Total Credits*** | | Postgraduate Certificate |  |  | 0-20 | 40-60 | 60 | | Postgraduate Diploma |  |  | 0-30 | 90-120 | 120 | | Master’s Degree |  |  | 0-30 | 150-180 | 180 |   ***Work Based Learning Framework modules by level and credit***   |  |  |  |  | | --- | --- | --- | --- | | ***Work Based Learning Framework modules*** | ***Level(s)*** | ***Credit(s)*** | ***Module code(s)*** | | Review of Learning | 7 | 10 | WBS4510 | | Continuing Professional Development | 6 | 10 | WBS4810 | | Advanced Practitioner Inquiry | 7 | 30 | WBS4630 | | Negotiated Work Based Learning Project | 7 | 10, 15, 20 | WBS, 4710, 4715, 4720 | | Negotiated Work Based Learning Project | 7 | 30, 40, 60 | WBS 4730, 4740, 4760 | | Personal and Professional Development | 7 | 60 | WBS 4360 | | Mentoring | 7 | 30 | WBS 4430 | | Literature Search and Review | 7 | 20 | WBS4220 | | |
| 13. | A curriculum map relating Level Descriptors to Work Based Learning Framework modules | |
| 14. | **Criteria for admission to Work Based Learning Framework programmes**  To be engaged in paid or unpaid work with the opportunity to undertake projects, inquiries or other work-based activity. Applicants will be expected to have the potential to benefit from the programmes they have applied to by demonstrating appropriate and sufficient knowledge, skills and/or experience deemed to be at the academic level immediately prior to that at which entry is sought. For example, entry at level 4 would normally require evidence of knowledge, skills and/or experience equivalent to 60 credits at level 3.  Evidence can include certificated or experiential learning and can also be indicated by the professional level of responsibility undertaken in a work role.  Where programmes are taught in English, international students for whom English is their second language entering undergraduate programmes will normally need to demonstrate English language proficiency at IELTS level 6, and for those entering postgraduate programmes, IELTS 6.5. Where programmes are taught in another language, students will be required to demonstrate an equivalent level of proficiency in the language of instruction. | |
| 15. | | **Information about assessment regulations**  All assessment is of coursework only. Further information can be found in the University Regulations**.** |
| 16. | | **Indicators of quality**   * Overseas accreditation by the Hong Kong Accreditation Authority (Honours and Master’s degrees) * Queen’s Anniversary Prize for excellence and innovation, 1996 * Successful Middlesex University subject review, 1999, 2005 * Successful UK Quality Assurance Agency Discipline Audit as part of QAA Institutional Audit of Middlesex University, 2003 * Successful Middlesex University Review of Academic Provision, 2003 * Designated a Centre for Excellence in Teaching and Learning by the Higher Education  Funding Council, 2005 * Higher Education Funding Council for England (HEFCE) Strategic Development Funded Middlesex University Employer Engagement project, 2009 * QAA Institutional Audit of Middlesex University Commendation for Work Based Learning 2009 |
| 17. | | **Support for work-based learning**  Support for work-based learning is available through a range of approaches including the following:   * support from a nominated Programme Adviser, Module Leaders/Coordinators and Programme Leaders * on-campus face to face induction sessions, workshops and seminars * support by the University Virtual Learning Environment (VLE) and other learning technologies * online seminars and discussion activities – both within and outwith the University VLE * blended learning approaches such as using ‘blogs’ and online presentations * workshops and action learning sets delivered in the workplace * module resources in hard copy and on the VLE * essential student information in hard copy and on the VLE * eAssessment activities such as *Plato* and *Turnitin* technologies * online open access Work Based Learning support materials at <http://libguides.mdx.ac.uk/wbl> |
| 18. | | **Methods for evaluating and improving the quality and standards of learning**  Boards of study are held at least twice a year and include student and employer representative members.  Student feedback is also gained via module feedback questionnaires. External Examiner feedback on academic standards and the quality of learning opportunities is given three times a year via Assessment Boards and via annual written reports. Live action monitoring in which quality issues including student progression, curriculum development, partnership programmes, leaning, teaching and assessment schemes are reviewed, takes place on an ongoing basis. Staff development occurs in the following ways: new staff receive mentoring, peer observation of teaching., |
| 19. | | **Placement opportunities, requirements and support** (if applicable) Not applicable, |
| 20. | | **Future career progression**  Work Based Learning students are required to be engaged in paid or unpaid work and may have several years of work experience before commencing their studies. They are likely to undertake Work Based Learning programmes to help launch their professional careers or for career progression reasons (for example, to provide evidence of an ability to work at undergraduate or postgraduate academic level to underpin a promotion application). Where programmes are constructed to meet organisational development aims, career progression may also be an explicit aim of the organisation.. Additionally, some students may have been out of education for some time, and personal development may be another reason for undertaking a Work Based Learning programme. The Work Based Learning Framework also includes a range of Personal and Professional Development modules that are specifically designed to facilitate career progression. |
| 21. | | **Other information**  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 if they take full advantage of the learning opportunities that are provided. More detailed information can be found in Programme Agreement documents, Programme Handbook and Module Handbooks. Further information can also be found online on an open access basis from Middlesex University’s Learning Resources Centre Work Based Learning Library Guides at <http://libguides.mdx.ac.uk/wbl>. |

Annex 1 to Framework Specification

Curriculum map relating Level Descriptors to Work Based Learning Framework modules

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| Module type | Module Codes | KU1 | KU2 | CS1 | CS2 | CS3 | PS1 | PS2 | PS3 | PES1 | PES2 |
| Review of Learning | WBS 4510 | x |  |  | x |  |  | x |  | x | x |
| Professional Development | WBS 4810 | x | x | x | x |  | x | x | x | x | x |
| Practitioner Inquiry | WBS 4630 | x |  | x | x | x | x | x | x | x | x |
| Negotiated WBL Project (10,15, 20 credits) | WBS 4710, 4715, 4720 | x | x | x | x | x | x | x | x | x | x |
| Negotiated WBL Project (30, 40, 60 credits) | WBS 4730, 4740, 4760 | x | x | x | x | x | x | x | x | x | x |
| Mentoring | WBS 4430 | x | x | x | x | x | x | x |  | x | x |
| Personal and Professional Development | WBS 4360 | x | x | x | x | x | x | x | x | x | x |
| Literature Search and Review | WBS 4220 | x |  | x | x | x |  |  | x | x |  |

**Work Based Learning Framework Level Descriptors**

**KU Knowledge and understanding**

1. Identification and application of work-based knowledge
2. Understanding and application of ethical principles to work/practice

**CS Cognitive skills**

1. Analysis and evaluation of work-based information and concepts
2. Reflection on the wider contexts of work-based practice and learning
3. Work-based inquiry, action planning and problem solving

**PS Practical skills**

1. Work-based project design and development skills
2. Professional networking and interpersonal skills
3. Communication and information management

**PES Personal and enabling skills**

1. Self-directed professional development skills
2. Responsibility and leadership in work/practice contexts