

International Advanced Level

Subject: Economics

The need for Transferable Skills

Sources: Cognitive/Intrapersonal and Interpersonal skills adapted and taken from the NRC framework

In recent years, higher education institutions and employers have consistently highlighted the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning'.

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, the team identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills. These skills have been interpreted to ensure they are appropriate for this subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification.

Identifying and highlighting these skills in International Advanced Level qualifications ensures that it is not only the academic and cognitive skills that are developed, but those broader elements that universities highlight as being essential for success. Skills such as self-directed study, independent research, self-awareness of own strengths and weaknesses and time-management are skills that students cannot learn from a textbook but have to be developed through the teaching and learning experience that can be provided through an international curriculum.

In the tables below, we have taken the NRC framework skills and provided definitions of how each skill can be interpreted for this subject. This will enable teachers and learners to understand examples of how they can develop each skill through an International Advanced Level qualification.

Intrapersonal skills		Interpersonal skills		Cognitive skills	
Intellectual Openness		Teamwork and collaboration		Cognitive Processes and Strategies	
Adaptability	Being willing and able to do things in different ways depending on the circumstances. The ability to select and apply knowledge and understanding of Economics to unseen and unfamiliar data.	Communication	The imparting or exchanging of information by speaking or writing. Able to communicate an Economic concept to others verbally or in written forms. Answer questions on the issue.	Critical thinking	Thinking critically about economics ideas and issues. Using various economic concepts and economic data to synthesise the information to make judgements.
Personal and social responsibility	The notion that businesses and individuals need to act for the benefit of society at large. Appreciate ethical issues relating to economic issues.	Collaboration	Working with someone to complete a task. Peer review the work of others within a group to offer supportive feedback on strengths and weaknesses of the work.	Problem solving	Finding solutions to economics - related problems, issues etc. Apply their understanding of theories and concepts of Economics and apply them to different contexts. Use mathematical formulas to solve problems related to economics.
Continuous Learning	The ability to apply strategies which support learning and the ability to adapt to change. Planning and reflecting on own learning-setting goals and meeting them regularly.	Teamwork	Working in a team to explore economic issues.	Analysis	Analysing economics scenarios, problems, issues, etc to identify constituent parts that are relevant to them. Looking at economic issues and offering developed responses that explore in detail a perspective. Consider economic issues using supply and demand to help analyse likely outcomes. Consider economic issues using AD/AS to help analyse likely outcomes. Consider economic issues using market structure diagrams to help analyse likely outcomes.

Intellectual interest and curiosity	The desire to find out and know more. Identifying their own economic issue and exploring the causes, consequences and possible solutions.
Work ethic/conscientiousness	
Initiative	Ability and willingness to act without being told to do so. Using economic knowledge, independently (without guided learning), to further own understanding. Looking at real world stories in newspapers, on news and online.
Self-direction	Making decisions and organising your own work. Planning and carrying out economic research under own direction.
Responsibility	A duty or obligation to satisfactorily perform or complete a task, or act in a particular way Taking responsibility for any errors or omissions in own work and creating a plan to improve.
Perseverance	Persistence in solving an economic issue despite difficulty. Actively seeking new ways to continue and improve own learning despite setbacks.
Productivity	Develop a fluency in technical economic terms and in using the supply and demand model in various circumstances. As well as labour market diagrams, AD/AS diagrams.
Self-regulation (metacognition, forethought, reflection)	The ability to regulate behaviour to accommodate social situations. Developing and refining a strategy over time for applications of economics, to different micro and macro contexts reflecting on the success or otherwise of the strategy.
Ethics	Moral principles that govern the behaviour of individuals or economic agents. Appreciate ethical issues relating to economic issues.
Integrity	Taking ownership for own work and willingly responds to questions and challenges.

Co-operation	Working with someone to complete a task. Sharing own resources and own learning techniques with other students.
Interpersonal skills	The ability to get along with others while getting the job done. Using verbal and non-verbal communication skills in discussing economic issues.
Empathy/perspective taking	The ability to understand someone else's views. In looking at an Economic issue members of the team take on either perspective of an argument.
Negotiation	Dialogue between two or more people to reach a beneficial outcome where a conflict exists. Working within a team negotiate the aspects of an economic issue each person will research or present on.
Leadership	
Leadership	Taking responsibility to ensure that in a group exercise all contribute and a final outcome is produced.
Responsibility	Chairing a debate allowing two sides to argue from different perspectives on an Economic issue.
Assertive communication	Express yourself effectively and stand up for your point of view, while also respecting the rights and beliefs of others.
Self-presentation	Presenting on an Economic issue or idea to an audience.

Reasoning/argumentation	Giving considered views, judgements, opinions etc. on economics scenarios, problems issues etc. Give reasons and arguments on both sides related to an economic issue.
Interpretation	Examining evidence, e.g. information about a sector of the economy. Interpret economic data to understand the meaning of that data.
Decision Making	Deciding on the best course of action: assumptions of rational decision making underpin much economic theory. Evaluate data and economic issues to draw conclusions, which are consistent with evidence.
Adaptive learning	Learning through trial and error. Apply understanding of economic issues in familiar situations and adapt these to use them in new and unfamiliar situations.
Executive function	Mental skills that help you manage time and pay attention. Planning how to solve economic problems, considering the process and impact of the plan and reviewing the likely outcome.
Creativity	
Creativity	Coming up with novel or innovative ideas or solutions. Apply existing knowledge of economic concepts to situations set in an unfamiliar context.
Innovation	Use a different or unexpected way to solve an economic problem, particularly those using calculations. This may involve rearranging formulas.

Positive Core Self Evaluation	
Self-monitoring/self-evaluation/self-reinforcement	Planning and reviewing own work as a matter of habit.