

International Advanced Level

Subject: Psychology

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	Apply knowledge and understanding in different circumstances and situations in order to analyse questions based on unseen scenarios and new materials.	Communication	Enable students to utilise a number of different opportunities to exhibit communication skills in variety of ways including written and verbal, through written discussions and debates surrounding psychological core concepts and arguments.	Critical thinking	Developing a critical perspective on psychology by analysing the way psychological theory and research can be critically evaluated.
Personal and social responsibility	Challenge students to reflect on and develop an understanding of the implications of psychological research in society and for social issues.	Collaboration	Working with others to develop knowledge and understanding of psychological theory and evidence, working together to address the core features of psychological debate.	Problem solving	Utilise problem solving skills to explore how psychological theory and research can be developed and applied to contexts. Mathematical skills and calculations.
Continuous Learning	Challenge students to reflect on and develop their skills and understanding of psychology to adapt to novel situations within and across society.	Teamwork	Working with others to develop knowledge and understanding of psychological theory and evidence, working together to address the core features of psychological debate.	Analysis	Analyse and evaluate aspects of psychological theory and research, and the issues and debates surrounding psychology as a discipline.
Intellectual interest and curiosity	Develop students’ intellectual interest and curiosity through stimulus materials and research evidence to support and critique psychological understanding of human behaviour. Undertaking a research task which is self-directed – pursuing a line of personal interest, such as key questions for society, through appropriate research methods, including information technology and wider reading.	Co-operation	Challenge themselves and others to reflect on and develop their evaluations and assessments of psychological content and methodology to support the development of understanding.	Reasoning/argumentation	Develop students’ ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.

Work ethic/conscientiousness	
Initiative	Apply initiative in unseen material and novel scenarios drawing on their psychological skills and understanding to address new ideas. Making comparisons between explanations and research studies.
Self-direction	Enable a wide range of psychological understanding and evidence to be presented through extended writing through individualised writing techniques.
Responsibility	Consideration of the implications of psychological concepts and the sensitive nature of the content. Develop students' ability to take responsibility to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of psychology.
Perseverance	Develop students' ability to persevere in finding solutions and applying knowledge and understanding in novel situations. To persevere through mathematical applications and skills to reach correct calculations.
Productivity	Demonstrate an ability to develop knowledge, understanding and evaluative skills through a range of assessment styles and taxonomy command words. To utilise mathematical skills to analyse data and produce data sets and results.
Self-regulation (metacognition, forethought, reflection)	Ability to work autonomously, be self-motivating and self-monitoring and reflecting on psychological learning, and areas for development, drawing on their ability to apply concepts coherently and with reasoned logic.

Interpersonal skills	Provide opportunities for students to engage with others to discuss and debate psychological explanations of human behaviour and the issues surrounding the use of psychology within society.
Empathy/perspective taking	To examine human behaviour from multiple perspectives, drawing on unseen and novel contexts and enable a broader understanding of the reasoning for why people behave the way they do.
Negotiation	Work with others to develop an ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of psychological content and methodology.
Leadership	
Leadership	Take the lead in demonstrating knowledge and understanding of key sources of evidence, studies and theoretical concepts.
Responsibility	Consideration of the implications of psychological concepts and the sensitive nature of the content. Develop students' ability to take responsibility to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of psychology.
Assertive communication	Enable students to utilise a number of different opportunities to exhibit communication skills in variety of ways including written and verbal, through written discussions and debates surrounding psychological core concepts and arguments.

Interpretation	Demonstrate knowledge and understanding through the application of theory to contextualised examples. Interpret data and evidence.
Decision Making	Construct well-informed and balanced arguments and conclusions about psychological theory and research. Make mathematical decisions of significance, relevance and data based evidence.
Adaptive learning	Ability to construct well-argued, well-informed, balanced and structured written arguments drawing on psychological understanding for unseen contextual materials.
Executive function	Challenge students to reflect on and develop their understanding of psychological theory and research to consider improvements to research, developments of theory and an application to unseen contexts.
Creativity	
Creativity	Offer students opportunities to engage in creative ways in exploring psychological explanations of human behaviour.
Innovation	Construct well-informed and balanced arguments and conclusions showing innovative thought processes when considering unseen materials within the scope of psychological applications to society.

Ethics	Encourage debate and consideration of the ethical implications of psychological knowledge and the ways in which ethical issues are evident within psychological research to address the needs of others.
Integrity	Maintain an open and objective perspective on the needs of others, including those with needs such as mental health.
Positive Core Self Evaluation	
Self-monitoring/self-evaluation/self-reinforcement	Ability to work autonomously, be self-motivating and self-monitoring and reflecting on psychological learning, and areas for development, drawing on their ability to apply concepts coherently and with reasoned logic.

Self-presentation	Enable students to utilise a number of different opportunities to exhibit communication skills in variety of ways including written and verbal discussions and debates surrounding the nature of psychology.
-------------------	--