

## Transferable skills subject interpretation for the Pearson Edexcel International GCSE in Accounting (9-1)

Transferable skills will help students cope with the different demands of degree study and provide a solid skills base that enables them to adapt and thrive in different environments across educational stages; and ultimately into employment.

A good international education should enable students to start developing transferable skills as early as possible. Developing these transferable skills where they naturally occur as part of the International GCSE curriculum can help build learner confidence and embed the importance of this well-rounded development. This builds the foundations to ensure students are ready for A-level and higher education.

Our approach to enhancing transferable skills in our International GCSEs 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.

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, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework.

In the tables below, we have taken the NRC framework skills and provided an explicit definition 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 the International GCSE in Accounting.

Intrapersonal skills		Interpersonal skills		Cognitive skills	
<b>Intellectual Openness</b>		<b>Teamwork and collaboration</b>		<b>Cognitive Processes and Strategies</b>	
Adaptability	Ability to select and apply knowledge and understanding of accounting processes, which is not prompted or provided to accounting problems.	Communication	Able to communicate an accounting process or technique (verbally or written) to peers and teachers and answer questions from others.	Critical thinking	Using many different pieces of information from books of original entry and ledger accounts and synthesising this information to create and interpret financial statements and make judgements.
Personal and social responsibility	Appreciate ethical issues in accounting.	Collaboration	Carrying out a peer review to provide supportive feedback to another.	Problem solving	Apply accounting concepts to accounting procedures.
Continuous Learning	Planning and reflecting on own learning, setting goals and meeting them regularly	Teamwork	Working with other students in an accounting-based problem-solving exercise.	Analysis	Analyse and interpret data and drawing conclusions which are consistent with evidence from the books of account.
Intellectual interest and curiosity	Identifying a problem under own initiative, planning a solution and carrying this out.	Co-operation	Sharing own resources and own learning techniques with other students. Cooperating in problem-solving	Reasoning/argumentation	Evaluate information related to accounting concepts and identities, making judgements on the basis of this information.
<b>Work ethic/conscientiousness</b>		Interpersonal skills	Using verbal and non-verbal communication skills, including numerical skills, in a dialogue about accounting.	Interpretation	Select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions.
Initiative	Using accounting knowledge, independently (without guided learning), to further own understanding.	Empathy/perspective talking	Understanding financial situations from the perspective of multiple stakeholders	Decision Making	Evaluate data and trends, drawing conclusions, which are consistent with evidence from accounting sources. Suggest possible improvements and further actions.
Self-direction	Planning and carrying out accounting- based problem-solving under own direction.	Negotiation		Adaptive learning	Learn about unifying patterns and themes in the accounting context

Responsibility	Taking responsibility for any errors or omissions in own work and creating a plan to improve.
Perseverance	Actively seeking new ways to continue and improve own learning despite setbacks.
Productivity	Develop a fluency in technical language so sophisticated answers of depth are produced in extended answers to accounting questions.
Self-regulation (metacognition, forethought, reflection)	Developing and refining a strategy over time for applications of accounting, to different contexts reflecting on the success or otherwise of the strategy
Ethics	Producing output with a specific moral purpose for which one is accountable.
Integrity	Taking ownership for own work and willingly responding to questions and challenges.
<b>Positive Core Self Evaluation</b>	
Self-monitoring/self-evaluation/self-reinforcement	Planning and reviewing own work as a matter of habit.

<b>Leadership</b>	
Leadership	Leading others in a group activity to effectively solve an accounting problem
Responsibility	Taking responsibility for the outcomes of a team exercise, even if one is not solely responsible for the output.
Assertive communication	Chairing or leading a debate, allowing representations and directing the conversation to a conclusion.
Self-presentation	Presenting an accounting or financial problem or idea to an audience to seek solutions.

	and use them in new and changing situations.
Executive function	Use accounting and critical thinking skills based on the data available and within the relevant context. Evaluate the effectiveness of a business's financial situation in terms of accuracy, validity and reliability.
<b>Creativity</b>	
Creativity	Apply existing knowledge of accounting principles and procedures to situations set in an unfamiliar context.
Innovation	Using a novel strategy to apply existing knowledge of accounting concepts in unaccustomed situations.