

Transferable skills subject interpretation: Pearson Edexcel International GCSE in Art and Design (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 this International GCSE.

Intrapersonal skills		Interpersonal skills		Cognitive skills	
Intellectual Openness		Teamwork and collaboration		Cognitive Processes and Strategies	
Adaptability	Students develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.	Communication	For each Component students create a personal portfolio of work that demonstrates the knowledge, understanding and skills required for the AOs.	Critical thinking	Students develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. Students develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Students actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
Personal and social responsibility	Students develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Students develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. Students develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.	Collaboration	Peer reviews are often used as part of the teaching process – group critiques are used to help students with the review and development of their studies.	Problem solving	Students become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Students develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products. Students develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.
Continuous learning	Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills required to cover all the Assessment Objectives.	Teamwork	Students may be involved in working on group projects, trips to galleries, museums etc.	Analysis	Students develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. Students develop an awareness of the different roles and individual work

Intellectual interest and curiosity	Students actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
Work ethic/conscientiousness	
Initiative	Students become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.
Self-direction	Throughout their study, students are encouraged to develop their own ideas for projects.
Responsibility	Students develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.

Co-operation	Students are expected to work with others in group when learning new skills.
Interpersonal skills	Students will use verbal and non-verbal communication skills in dialogues with their teachers and peers.
Empathy/perspective taking	Students learn to appreciate that the creative process is often very personal and sensitive and must appreciate this when commenting on art work, especially that of their peers.
Negotiation	Students negotiate deadlines for the completion of their project work. They may also need to negotiate time spent on the use of specialist resources – e.g. the darkroom, printing press etc.
Leadership	

	practices evident in the production of art, craft and design in the creative and cultural industries Students develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.
Reasoning/argumentation	Students actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Students develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products.
Interpretation	Students develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. Students develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.
Decision making	Students become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Students develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. Students develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.
Adaptive learning	Students acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Students demonstrate safe working practices in art, craft and design.
Executive function	Students become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Students develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills.

Perseverance	Students develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills.
Productivity	Students are encouraged to produce evidence for all four assessment objectives throughout their project work. Each component submitted must contain evidence for developing and exploring ideas, Research of primary and contextual sources, experimenting with media, materials, techniques and processes and presenting a personal response.
Self-regulation (metacognition, forethought, reflection)	Students are encouraged to reflect on and evaluate their work at various stages through the course of a project.
Ethics	Students develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Students develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries.
Positive Core Self Evaluation	
Integrity	Students must take responsibility for ownership of their own work, and willingly respond to questions and challenges.
Self monitoring/self evaluation/self reinforcement	Students develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.

Leadership	Leadership qualities often arise when students are involved with skills workshops and experimental work across all the titles.
Responsibility	Students must take responsibility for their own conduct during visits to, for example, museums and galleries, artists' workshops.
Assertive communication	Students should be clear as to their intentions when they are working on each project. In this way work becomes more focused and evidences depth as well as breadth.
Self presentation	Presentation of final outcomes, including preparatory work, should be individually considered and appropriate for a visual examination in order for student to achieve their best.

Creativity	
Creativity	Students develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products.
Innovation	Students actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.