The global transferable skills gap

In recent years, universities and employers have highlighted the need for students and graduates to develop a range of transferable skills, often referred to as ‘soft skills’, to enable them to better meet the demands of undergraduate study and the world of work.

In fact, universities and employers consider transferable skills to be the largest skills gap overall.

1 in 6 employers have difficulty finding candidates with the skills they require\(^1\)

54% of companies say that skills shortages impact their ability to serve their customers\(^2\)

1 in 3 skills in a job posting is a “soft skill”\(^1\)

87% of university professors do not think students have the research skills needed for degree-level study\(^3\)

The transferable skills gap demonstrates that students require more than just ‘knowledge’ to be successful.

It’s about skills as well as knowledge to be successful at further study, higher education and in the workplace.

---

2. Employability report from PSB for Pearson, 2016.
The global transferable skills gap

"It’s really the more fundamental skills like teamwork and communication that seem to matter the most, that employers demand the most."

Guy Berger, the chief economist at LinkedIn.

Research we have conducted recently highlights that teachers, parents and students are aware of the global transferable skills gap and as a result, seek a truly comprehensive curriculum that develops not only subject knowledge, but the transferable skills in demand by university and employers.

This is why we have ensured that transferable skills are embedded in the new Pearson Edexcel International GCSEs (9–1) and Pearson Edexcel International Advanced Advanced Levels, as well as the new iPrimary and iLowerSecondary for 5-14 year-olds.
What are transferable skills?

The Organisation for Economic Co-operation and Development (OECD) defines transferable skills 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’.

Education systems around the world also refer to transferable skills as:

<table>
<thead>
<tr>
<th>Core competencies</th>
<th>Generic skills</th>
<th>Critical skills</th>
<th>Higher order thinking skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st century skills</td>
<td>Creativity and innovation</td>
<td>Conceptual learning</td>
<td>Problem solving</td>
</tr>
</tbody>
</table>

Pearson’s research team reviewed a number of skills frameworks for our Edexcel qualifications, and selected the US National Research Council’s (NRC) framework as being the most suitable. This is because:

- The NRC is the most evidence-based and robust of its type.
- The framework includes cognitive, intrapersonal and interpersonal skills.
- During the development process of our International GCSEs and International Advanced Level qualifications and resources, we have ensured that there are opportunities for the transferable skills contained in the NRC framework to be developed and assessed, where a transferable skill naturally occurs within a subject (not all skills will be relevant for every subject).
- The breadth of transferable skills, listed in the NRC framework diagram below are covered by the full range of subjects in the Pearson Edexcel International GCSE (9–1) curriculum and Pearson Edexcel International Advanced Levels.

65% of children aged 12 in 2015 will do jobs that don’t exist yet!

1 Future of Skills 2030 research by Pearson, Nesta and the Oxford Martin School: futureskills.pearson.com
NRC transferable skills framework

**Cognitive Skills**
“Core skills your brain uses to think, learn and reason – used to carry out any task”

- Critical Thinking
- Problem Solving
- Analysis
- Reasoning / Argumentation

**Creativity**
Creativity
Innovation

**Intellectual Openness**
Adaptability
Personal and Social Responsibility
Continuous Learning
Intellectual Interest and Curiosity
Interpretation
Decision Making
Adaptive Learning
Executive Function

**Work Ethic / Conscientiousness**
Initiative
Self-Direction
Responsibility
Perseverance
Productivity
Self-regulation (metacognition, forethought, reflection)
Ethics
Integrity

**Positive Core Self Evaluation**
Self-monitoring
Self-evaluation
Self-reinforcement

**Interpersonal Skills**
“The life skills we use everyday to communicate and interact with other people, both individually and in groups”

- Teamwork and Collaboration
Communication
Collaboration
Teamwork
Co-operation
Interpersonal Skills
Empathy / Perspective Taking
Negotiation
Leadership
Responsibility
Assertive Communication
Self-Presentation

**Intrapersonal skills**
“This is emotional intelligence, the ability to know, understand and manage your own emotions and learning”

- Intellectual Openness
- Work Ethic / Conscientiousness
- Positive Core Self Evaluation
Pearson Edexcel iPrimary and iLowerSecondary overview

Pearson Edexcel iPrimary and iLowerSecondary are one-stop international programmes for children aged 5–14. It’s not just a curriculum – it’s a complete toolkit for schools.

- Keep your skills sharp with free face-to-face teacher training and online Professional Development support.
- Cut your planning time with our lesson and unit plan examples.
- Guide your students through the curriculum with our ready-made schemes of work.
- Easily work out exactly what to teach and when with our detailed teacher’s guides.
- Measure your students’ learning with built-in Progress and Achievement Tests.
- Steer students towards success at International GCSE with a curriculum that builds on their learning at every stage.
- Draw your students in with an internationally focused curriculum, written with additional language learners in mind.
- Make sure knowledge sticks with accessible and culturally-relevant examples and resources.
How are transferable skills covered in Pearson Edexcel iPrimary and iLowerSecondary

Principles for progress are a collection of the 10 principles (identified by our pedagogical experts) that will give your students the best opportunity to make progress in their learning. Each principle is accompanied by guidance relating to specific teaching approaches, tips and issues to watch out for, all written in clear, practical steps that you can use in the classroom. Formative assessment underpins and runs through all of these principles. Knowing the students’ starting point, understanding their learning and reflecting on their development helps to ensure progress for all.

<table>
<thead>
<tr>
<th>Principle</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Engaging everyone</td>
<td>Here you will find techniques for ensuring that all students are involved in the lesson and participate in discussion, including whole class question and answer sessions.</td>
</tr>
<tr>
<td>2 Differentiation</td>
<td>This section provides techniques for adapting your teaching to ensure that all students can access the learning according to their level and achieve good outcomes. These techniques also convey the importance of having high expectations of all students.</td>
</tr>
<tr>
<td>3 Enabling independent learning</td>
<td>This section outlines suggestions for supporting your students to ‘have a go’ and not to be put off by challenging ideas or tasks. It also has techniques for helping all students take more responsibility for their own progress.</td>
</tr>
<tr>
<td>4 Effective questioning</td>
<td>This section offers practical tips for asking questions that make students think. It outlines question types (for example, closed, open, factual, conceptual, probing, discussion) and provides examples of each.</td>
</tr>
<tr>
<td>5 Teacher talk</td>
<td>Teacher talk is important and this section outlines how to make it as effective as possible with ways of engaging your students as you introduce new content and explain activities.</td>
</tr>
<tr>
<td>6 Collaborative activities</td>
<td>In this section you will find lots of practical ideas for grouping students and ensuring that group work is really focused and productive. It also outlines ways of developing student ownership of their learning and the ways in which group work can build confidence too.</td>
</tr>
<tr>
<td>7 Teacher demonstration</td>
<td>This section is focused on how to conduct effective teacher demonstrations and how you can model important learning behaviours too.</td>
</tr>
<tr>
<td>8 Developing thinking skills</td>
<td>In this section you will find good ideas for developing your students’ abilities to think critically, to problem-solve and to carry out their own mini inquiries.</td>
</tr>
<tr>
<td>9 Reflecting on learning</td>
<td>Here, you will find ideas to encourage students to think constructively about their own learning and to take control over how to make better progress.</td>
</tr>
<tr>
<td>10 Feedback (in both directions)</td>
<td>This section offers practical ideas for conducting good two-way feedback between you and your students in order to improve learning and achievement.</td>
</tr>
</tbody>
</table>
An overview of the new Pearson Edexcel International GCSEs (9–1)

Our new suite of International GCSE (9–1) qualifications are designed to:

- **Be more relevant for international students**
  
  With more international content, including the addition of further international content topics and the use of local contexts where possible.

- **Reward outstanding academic achievement**
  
  By introducing a new 9–1 grading scale, with the new grade 9 representing a new level of attainment, you can differentiate your top performing students. There’s also greater differentiation in the middle of the scale, with grades 6, 5, and 4 being equivalent to the old grades B and C.

- **Contain embedded transferable skills**
  
  Such as problem-solving and verbal reasoning, skills needed to seamlessly progress to higher-level study and that are valued by employers.

- **Provide detailed exam analysis with ResultsPlus**
  
  ResultsPlus is a service unique to Pearson that provides free online in-depth mock and actual exam performance analysis, supporting teachers to plan improvements in teaching and learning, driving attainment.

- **Offer a wider range of teaching and learning materials, resources and training**
  
  This support includes schemes of work, Getting Started guides, exemplar materials, ExamWizard, comprehensive textbooks and interactive resources, digital services and tailored teacher training.

- **Support progression to further study**
  
  Developed with the help of teachers and higher-education representatives, they provide seamless progression to further study, including A levels and beyond.
How are transferable skills embedded in Edexcel International GCSEs (9–1)?

If you’re following Pearson Edexcel International GCSE (9–1) specifications or your students are using our textbooks, you’ve already started integrating transferable skills into your teaching.

That's because they are embedded and signposted in the qualifications and Student Books.

Textbooks example

In the Edexcel International GCSE (9–1) English Literature Student Book, the transferable skill ‘critical thinking’ is specifically developed through a suggested activity.
**Qualifications example - Specifications and Schemes of Work**

In the specifications and Schemes of Work (SoW) for each subject, transferable skills gained through teaching, delivery and assessment are signposted. This is shown in the English Literature specification and English Language A SoW examples below.

<table>
<thead>
<tr>
<th>Paper 1: Non-fiction and transactional Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Paper 1: Non-fiction (Section A)</td>
</tr>
</tbody>
</table>

**English Language A SoW example**

**English Literature Specification example**

**Problem solving** for English Language writing about text to solve a problem, for example in response to a specific context.

**Initiative** for English Language responding in a discussion or writing task. Drawing on unusual or tangential material, helping to reach a solution.

Full subject specific skills interpretations are available for each subject.
Further support for developing skills for learning and work

All our Pearson Edexcel International GCSEs (9–1) specifications have accompanying skills mapping and transferable skills definitions for every subject.

Transferable skills definitions

<table>
<thead>
<tr>
<th>Interpersonal skills</th>
<th>Cognitive skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and carrying out investigations</td>
<td>Cognitive Processes and Strategies</td>
</tr>
<tr>
<td>Interpreting data and experimental results</td>
<td>Decision making</td>
</tr>
<tr>
<td>Planning and reflecting on own learning</td>
<td>Justification</td>
</tr>
<tr>
<td>Working towards personal goals and objectives</td>
<td>Evaluating information</td>
</tr>
<tr>
<td>Peer support and encouragement</td>
<td>Evaluating evidence and creating arguments</td>
</tr>
<tr>
<td>Leadership</td>
<td>Problem solving</td>
</tr>
<tr>
<td>Teamwork and group leadership</td>
<td>Reasoning and argumentation</td>
</tr>
<tr>
<td>Giving feedback to peers that is appropriate and delivered in a way that encourages them</td>
<td>Analyzing data and drawing inferences</td>
</tr>
<tr>
<td>Making constructive comments</td>
<td>Evaluating information</td>
</tr>
<tr>
<td>Accepting constructive feedback</td>
<td>Analyzing data and drawing inferences</td>
</tr>
<tr>
<td>Working independently</td>
<td>Constructing new ideas</td>
</tr>
<tr>
<td>Working effectively in a group</td>
<td>Evaluating information</td>
</tr>
<tr>
<td>Working in a group Towards a common goal</td>
<td>Analyzing data and drawing inferences</td>
</tr>
<tr>
<td>Monitoring and evaluating performance and carrying this out</td>
<td>Evaluating evidence and creating arguments</td>
</tr>
<tr>
<td>Advocating a positive behaviour, creating a positive learning environment and carrying this out</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Transferable skills will help students cope with the different demands of degree study and provide a solid base that enables them to adapt and thrive in different environments across higher education, 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 curriculum will help students to be well-rounded and employable.

Our approach to enhancing transferable skills is our International GCSEs ensuring 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.

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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 how to develop these skills.

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.

Table: Transferable Skills International GCSE Subject Mapping: Biology

<table>
<thead>
<tr>
<th>NRC framework skill</th>
<th>Pearson Edexcel International GCSE Subject Mapping: Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptability</td>
<td>Using many different pieces of information to solve a complex problem</td>
</tr>
<tr>
<td>Cognitive flexibility</td>
<td>Evaluating evidence and creating arguments</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>Constructing new ideas</td>
</tr>
<tr>
<td>Executive function</td>
<td>Evaluating evidence and creating arguments</td>
</tr>
<tr>
<td>Intellectual openness</td>
<td>Constructing new ideas</td>
</tr>
<tr>
<td>Intrapersonal skills</td>
<td>Understanding the world, making sense of new experience and making connections</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Understanding the world, making sense of new experience and making connections</td>
</tr>
<tr>
<td>Reflective thinking</td>
<td>Understanding the world, making sense of new experience and making connections</td>
</tr>
<tr>
<td>Self-direction</td>
<td>Understanding the world, making sense of new experience and making connections</td>
</tr>
<tr>
<td>Social responsibility</td>
<td>Understanding the world, making sense of new experience and making connections</td>
</tr>
<tr>
<td>Strategic thinking</td>
<td>Understanding the world, making sense of new experience and making connections</td>
</tr>
<tr>
<td>Transferable skills subject interpretation for the Pearson Edexcel International GCSE in Biology (9-1)</td>
<td></td>
</tr>
</tbody>
</table>

Transferable skills mapping are available for all subjects.
An overview of Pearson Edexcel International Advanced Levels (IAL)

Our International Advanced Level qualifications have been developed in consultation with the international school community, including a large number of teachers and university lecturers, to be engaging for international learners and to give them the necessary skills to support progression to higher and further study.


- **International**
  - Designed for international students.

- **Modular**
  - Provides the opportunity for unit resits to improve exam performance and final grade.

- **Flexible**
  - January, June and October assessment opportunities for most subjects.

- **Rigorous**
  - Are fully comparable to UK reformed GCE A levels, as certified by UK NARIC.

- **University recognition**
  - Recognised by universities worldwide.

- **ResultsPlus**
  - ResultsPlus provides exam performance insight that can be used to help improve future exam results.

- **World-class**
  - Designed to Pearson’s world-class qualification principles and benchmarked against other leading international curriculums.

- **Outstanding support**
  - Including lesson plans, schemes of work, past papers, mark schemes, examiner reports, Ask the Expert, Subject Advisor experts, tailored teacher training and more.
How Pearson Edexcel International Advanced Level (IAL) supports the development of transferable skills

Transferable skills are embedded in our International Advanced Level qualifications and textbooks in the same way they are in our International GCSEs (9–1).

Transferable Skills in the Student Books

Skills are developed as part of the activities in the Student Books. They are clearly signposted so you and learners can easily identify the skills they are learning as part of their learning.
The present structure was built in 1573. In this activity, you need to imagine attacking the fort using a cannon that fires a cannonball as a projectile.

**STUDENT ESSAY**

because the motorcycle is a lifestyle brand. Customers cater to the changing needs of consumers. This is mainly

In this section, I will use some basic mechanics to answer a

have many obvious battle scars.

the Mughals for three months and 'battered by artillery'. However, a century source material suggests that the fort was under siege by

Agra Fort in the manner described previously? The nineteenth-

Technical issues were resolved the company began to

'How high up the front wall of the fort will the cannonball hit?' This height is marked on

resources from marketing into improving the quality

market segments. Harley-Davidson decided to channel

meet the quality standards that the customers demanded.

To resolve these problems the company attempted to

Harley-Davidsons were eventually perceived as old-

Competitors' motorcycles were often more reliable than

The Harley-Davidson brand became associated with

number of advantages over its competitors. For example,

Harley-Davidsons.

Classic design. For many years the company enjoyed a

a good reputation for its advanced technology and

manufacturer. It was established in 1903 and developed

Harley-Davidson is a high profile US motorcycle

Harley-Davidson is a high profile US motorcycle

vehicle. It was established in 1903 and developed
classic design. For its advanced technology and

an advantage over its competitors.

Harley-Davidson, the question that needs to be answered here is:

By Claus Thermad, from an early draft of his dissertation for a Master's degree in Indian History

Agra Castle is now a UNESCO World Heritage Site

**PHYSICS TIP**

Calculate the moment by reversing these steps:

1 To find the height up the wall from the ground, we will need to

2 To find

3 To find

We assume the cannonball leaves the cannon at ground level.

The trajectory of a cannonball fired towards Agra Fort.

Steps to the answer

about the initial velocity of the cannonball. The cannon explosion

could act for 0.05s to accelerate the cannonball (mass = 12 kg)

with a force of 9300 N. It causes the cannonball to leave the

cannon. The fundamental idea is that the parabola trajectory would be

symmetrical if the flight was not interrupted by crashing into the

symmetrical.

The maximum height is reached when the horizontal velocity is zero.

The trajectory of the cannonball will be symmetrical if the initial horizontal velocity is zero.

The horizontal component of the velocity of the cannonball is constant for the duration of its flight.

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Transferable skills in the specifications

In the Pearson Edexcel International Advanced Level (IAL) specifications, for each subject, transferable skills gained through teaching, delivery and assessment are signposted. This is shown in the Economics example below.

| Cognitive skills | Cognitive processes and strategies | • Critical thinking  
|                  |                               | • Problem solving  
|                  |                               | • Analysis  
|                  |                               | • Reasoning/argumentation  
|                  |                               | • Interpretation  
|                  |                               | • Decision making  
|                  |                               | • Adaptive learning  
|                  |                               | • Executive function  
| Creativity        | • Creativity  
|                  | • Innovation  
| Intellectual openness | • Adaptability  
|                      | • Personal and social responsibility  
|                      | • Continuous learning  
|                      | • Intellectual interest and curiosity  
| Work ethic/ conscientiousness | • Initiative  
|                           | • Self-direction  
|                           | • Responsibility  
|                           | • Perseverance  
|                           | • Productivity  
|                           | • Self-regulation (metacognition, forethought, reflection)  
|                           | • Ethics  
|                           | • Integrity  
| Positive core self-evaluation | • Self-monitoring/self-evaluation/self-reinforcement  
| Teamwork and collaboration | • Communication  
|                           | • Collaboration  
|                           | • Teamwork  
|                           | • Cooperation  
|                           | • Empathy/perspective taking  
|                           | • Negotiation  
| Leadership | • Leadership  
|            | • Responsibility  
|            | • Assertive communication  
|            | • Self-presentation  

Our International Advanced Level specifications also have accompanying skills mapping and transferable skills definitions for every subject, in the same way that our International GCSEs do.
Transferable skills mapping

Transferable skills definitions

Defining and mapping transferable skills

Transferable skills definitions and mapping documents accompany our specifications and provide additional support.
Transferable skills glossary
Definitions below should be understood within the context of the subject.

<table>
<thead>
<tr>
<th>Transferable skill</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptability</td>
<td>To change (or be changed) to fit changed circumstances.</td>
</tr>
<tr>
<td>Adaptive Learning</td>
<td>A type of learning that focuses on past successes and how to use these as a basis in developing future strategies and successes.</td>
</tr>
<tr>
<td>Analysis</td>
<td>The detailed break-down of a theme, topic or situation in order to interpret or study the interrelationships between parts.</td>
</tr>
<tr>
<td>Assertive Communication</td>
<td>Express one’s self effectively and ability to stand up for a point of view, while also respecting the rights and beliefs of others.</td>
</tr>
<tr>
<td>Co-operation</td>
<td>The action or process of working together to the same end.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>The action of working with someone or a group as an equal partner to produce an outcome.</td>
</tr>
<tr>
<td>Communication</td>
<td>The imparting or exchanging of information by speaking, writing, or using some other medium.</td>
</tr>
<tr>
<td>Continuous Learning</td>
<td>To continually develop and improve one’s skills and knowledge in order to perform effectively and adapt to changes in life.</td>
</tr>
<tr>
<td>Creativity</td>
<td>The use of imagination or original ideas to create something; inventiveness.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>The strategies used to objectively analyse and evaluate a topic, problem or situation in order to form a judgement.</td>
</tr>
<tr>
<td>Decision Making</td>
<td>The action or process of making important decisions.</td>
</tr>
<tr>
<td>Empathy / Perspective Taking</td>
<td>The ability to understand and share the feelings and viewpoint of another.</td>
</tr>
<tr>
<td>Ethics</td>
<td>One’s own moral principles that govern behaviour or the conducting of an activity.</td>
</tr>
<tr>
<td>Executive Function</td>
<td>The ability to successfully use a set of mental skills and strategies that help individuals to approach problem solving, get things done and make progress in their lives.</td>
</tr>
<tr>
<td>Initiative</td>
<td>The ability to assess and initiate things independently.</td>
</tr>
<tr>
<td>Innovation</td>
<td>To make new changes in something established, especially by introducing new methods or ideas.</td>
</tr>
<tr>
<td>Transferable skill</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Integrity</strong></td>
<td>The quality of being honest and having strong moral principles.</td>
</tr>
<tr>
<td><strong>Intellectual Interest and Curiosity</strong></td>
<td>A desire to invest time and energy into learning more about a person, place, thing or concept.</td>
</tr>
<tr>
<td><strong>Interpersonal Skills</strong></td>
<td>Life-skills we use every day to communicate and interact with other people, both individually and in groups.</td>
</tr>
<tr>
<td><strong>Interpretation</strong></td>
<td>The action of explaining the meaning of a theme, topic or situation from one's own individual perspective.</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>The action of leading a group of people or an organization, or the ability to do this.</td>
</tr>
<tr>
<td><strong>Negotiation</strong></td>
<td>Discussion, including compromise where appropriate, aimed at reaching an agreement.</td>
</tr>
<tr>
<td><strong>Perseverance</strong></td>
<td>A persistence in doing something, despite difficulty or delay in achieving success.</td>
</tr>
<tr>
<td><strong>Personal and Social Responsibility</strong></td>
<td>To act for the benefit of your community and society at large.</td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td>The process of applying principles and concepts to find solutions to difficult or complex issues.</td>
</tr>
<tr>
<td><strong>Productivity</strong></td>
<td>The effectiveness of productive effort, as measured in terms of the rate of output.</td>
</tr>
<tr>
<td><strong>Reasoning / Argumentation</strong></td>
<td>The process of reaching conclusions through use of a logical process.(pp)</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>To take ownership for a situation or issue and accept the consequences of own actions.</td>
</tr>
<tr>
<td><strong>Self-Direction</strong></td>
<td>Directed or guided by oneself, especially as an independent agent.</td>
</tr>
<tr>
<td><strong>Self-monitoring / self-evaluation / self-reinforcement</strong></td>
<td>Looking at own progress to determine what has improved and what areas still need improvement.</td>
</tr>
<tr>
<td><strong>Self-Presentation</strong></td>
<td>How people attempt to present themselves, shape how others view them and create a certain impression.</td>
</tr>
<tr>
<td><strong>Self-regulation (metacognition, forethought, reflection)</strong></td>
<td>Self-regulation is when a person or group uses cognitive skills and strategies to govern itself without outside assistance or influence.</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>The combined action of a group, especially when effective and efficient.</td>
</tr>
</tbody>
</table>
The future of skills

Pearson have teamed up with researchers from Nesta and the Oxford Martin School to build a research project that moves the conversation about the future of work. Learn more at futureskills.pearson.com

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about our updated International Advanced Level (IAL) visit qualifications.pearson.com/ial