# Transferable skills subject interpretation for the Pearson Edexcel International GCSE in Information and Communication Technology (ICT) (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

| Intellectual Openness | |
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| Adaptability | Ability to select and apply knowledge and understanding of ICT processes, which is not prompted or provided to ICT problems. |
| Personal and social responsibility | Appreciate ethical issues in ICT. |
| Continuous Learning | Planning and reflecting on own learning-setting goals and meeting them regularly. |
| Intellectual interest and curiosity | Identifying a problem under own initiative, planning a solution and carrying this out. |
| Work ethic/conscientiousness | |
| Initiative | Using ICT knowledge and skills, without guided learning, to further own understanding. |
| Self-direction | Planning and carrying out ICT based problem solving under own direction. |

## Interpersonal skills

| Teamwork and collaboration | |
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| Communication | Communicating ideas and techniques using ICT tools, verbally or in documents, to peers and teachers and answer questions from others. |
| Collaboration | Carrying out a peer review to provide supportive feedback to another. |
| Teamwork | Working with other students in an ICT based problem-solving exercise. |
| Co-operation | Sharing own resources and own learning techniques with other students. |
| Interpersonal skills | Using verbal and non-verbal communication skills in discussions about ICT issues. |
| Leadership | |
| Leadership | Leading others in a group activity to effectively solve an problem based on Information and Communication Technologies. |

## Cognitive skills

| Cognitive Processes and Strategies | |
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| Critical thinking | Using many different pieces of information from ICT and synthesise this information to make judgements. |
| Problem solving | Apply the principles and concepts of ICT in different contexts. |
| Analysis | Analyse and interpret data and draw conclusions. |
| Reasoning/argumentation | Evaluate information related to ICT making judgements on the basis of information given. |
| Interpretation | Developing the ability to correctly explain the meaning of a question or idea in the fields of global politics, economic development and new technologies, and to provide fully relevant answers to any questions posed. |
| Decision Making | Evaluate data, drawing conclusions, with evidence from secondary sources. Suggest possible improvements and further work. |
| Adaptive learning | By its very nature, ICT is a vehicle for adaptive learning. Using skills, knowledge and understanding acquired to respond to new and innovative technologies and methods of communication. |

| Responsibility | Taking responsibility for any errors or omissions in own work and creating a plan to improve. |
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| 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 ICT issues. |
| Self-regulation (metacognition, forethought, reflection) | Developing and refining a strategy over time for applications of ICT, to different contexts reflecting on the success or otherwise of the strategy. |
| Ethics | Producing output with an ICT moral purpose for which one is accountable. |
| Integrity | Taking ownership for own work and willingly responds to questions and challenges. |
| Positive Core Self Evaluation | |
| Self-monitoring/self-evaluation/self-reinforcement | Planning and reviewing own work as a matter of habit. |

| Responsibility | Taking responsibility for the outcomes of a team exercise even if one is not solely responsible for the output. |
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| Assertive communication | Chairing a debate, allowing representations and directing the conversation to a conclusion. |
| Self-presentation | Presenting a problem or idea to an audience to seek solutions using Information and Communication Technologies. |

| Executive Function | Using skills practised in using ICT tools, students will develop effectiveness in applying those skills both within the confines of the subject specification and within the wider curriculum. |
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| Creativity | |
| Creativity | Apply existing knowledge of ICT to situations set in an unfamiliar context. |
| Innovation | Using a novel strategy to apply existing knowledge of ICT concepts in unaccustomed situations. |