Overview of the Career-related Programme

For use from August 2016
Overview of the Career-related Programme

For use from August 2016
Career-related Programme
Overview of the Career-related Programme

Published December 2015

Published by
International Baccalaureate Organization
15 Route des Morillons
1218 Le Grand-Saconnex
Geneva, Switzerland

Represented by
IB Publishing Ltd, Churchillplein 6, The Hague, 2517JW The Netherlands

© International Baccalaureate Organization 2015

The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

The IB may use a variety of sources in its work and checks information to verify accuracy and authenticity, particularly when using community-based knowledge sources such as Wikipedia. The IB respects the principles of intellectual property and makes strenuous efforts to identify and obtain permission before publication from rights holders of all copyright material used. The IB is grateful for permissions received for material used in this publication and will be pleased to correct any errors or omissions at the earliest opportunity.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior written permission of the IB, or as expressly permitted by law or by the IB's own rules and policy. See www.ibo.org/copyright.

IB merchandise and publications can be purchased through the IB store at store.ibo.org.

Email: sales@ibo.org
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
<table>
<thead>
<tr>
<th>Contents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview of the Career-related Programme</strong></td>
<td>1</td>
</tr>
<tr>
<td>Introduction to the IB programmes</td>
<td>1</td>
</tr>
<tr>
<td>The Career-related Programme</td>
<td>2</td>
</tr>
<tr>
<td>Multiple pathways</td>
<td>3</td>
</tr>
<tr>
<td>Essential qualities of the Career-related Programme</td>
<td>4</td>
</tr>
<tr>
<td>The Career-related Programme framework</td>
<td>5</td>
</tr>
<tr>
<td>Approaches to teaching and approaches to learning</td>
<td>8</td>
</tr>
<tr>
<td>Assessment</td>
<td>9</td>
</tr>
<tr>
<td>Award of the Career-related Programme</td>
<td>11</td>
</tr>
<tr>
<td>Authorization</td>
<td>12</td>
</tr>
<tr>
<td>Programme evaluation</td>
<td>13</td>
</tr>
<tr>
<td><strong>Services</strong></td>
<td>14</td>
</tr>
<tr>
<td>Online CP forum</td>
<td>14</td>
</tr>
<tr>
<td>IB digital communications toolkit</td>
<td>15</td>
</tr>
<tr>
<td>Professional development</td>
<td>16</td>
</tr>
</tbody>
</table>
Career-related programme students will access a broad, flexible education which will give them knowledge, practical training, intellectual engagement, and international-mindedness, while developing higher-order cognitive skills and academic behaviours that will enhance their employability and dramatically alter their world view.

Dr Siva Kumari, IB Director General 2014

The success of the curriculum models developed by the IB, addressing the academic, social, emotional and physical needs of students in the 3–19 age range, is well known. IB programmes grew out of the efforts of international schools to establish a common curriculum and university entry credentials for geographically mobile students. International educators were also motivated by an idealistic vision; they hoped that a shared educational experience, emphasizing critical thinking and exposure to a variety of points of view, would develop internationally minded young people who would contribute to making the world a better and more peaceful place.

In 1968, the IB Diploma Programme (DP) was established to provide a challenging and comprehensive education that would enable students to understand and manage the complexities of our world and provide them with skills and attitudes for taking responsible action for the future. Such an education was rooted in the belief that people who are equipped to make a more just and peaceful world need an education that crosses disciplinary, cultural, national and geographical boundaries.

With the introduction of the Middle Years Programme (MYP) in 1994 and the Primary Years Programme (PYP) in 1997, the IB identified a continuum of international education for students aged 3 to 19. The introduction of the IB Career-related Certificate (IBCC) in 2012 enriched this continuum by providing a choice of international education pathways for 16- to 19-year-old students.

Originating from an IB project that began in 2004 in Finland, the IB Career-related Certificate (IBCC) was extensively piloted around the world before being introduced into interested DP authorized schools in 2012. Two years later, in November 2014, to align with the other three IB programmes, the IBCC was renamed the Career-related Programme (CP). In 2016, the Career-related Programme was made available to all schools without the requirement of Diploma Programme authorization. An authorized Career-related Programme school will be known as an IB World School.
The Career-related Programme (previously known as the IB Career-related Certificate) is the most recent addition to the IB. Its key aim is to provide a choice of different pathways for students aged 16 to 19.

Modern life places complex demands on graduates entering further/higher education or employment. An integral part of the Career-related Programme is enabling students to become self-confident, skilled and career-ready learners.

To prepare students to succeed in a rapidly changing world, schools must not only equip them with the necessary skills and the learning dispositions, but also the ability to manage and influence change.

The Career-related Programme helps students to:

- develop a range of broad work-related competencies and deepen their understanding in specific areas of knowledge through their Diploma Programme courses
- develop flexible strategies for knowledge acquisition and enhancement in varied contexts
- prepare for effective participation in the changing world of work
- foster attitudes and habits of mind that allow them to become lifelong learners willing to consider new perspectives
- become involved in learning that develops their capacity and will to make a positive difference.

A key feature of the CP is that it provides flexibility to allow for local differences. Schools can provide a highly respected IB education by creating their own distinctive version of the CP geared toward the needs and backgrounds of students while meeting local, regional or national education requirements, as well as addressing industry and government priorities.

Any school, or group of schools, wishing to offer the IB programmes (i.e. IB Primary Years Programme, Middle Years Programme, Diploma Programme, Career-related Programme) must first be authorized to do so by the IB organization.

This overview is applicable to all schools commencing the CP from September 2016 onwards.
The Career-related Programme prepares students for flexibility and mobility in a range of employment opportunities as well as continuing lifelong learning. It integrates broad, general learning areas as well as specific career-related content into a rigorous and challenging framework of education.

The detailed knowledge, skills and understanding gained from studying Diploma Programme courses, the Career-related Programme core and the career-related study provide opportunities for:

**Employment**: the transferrable skills fostered in the personal and professional skills course, combined with the specific knowledge and skills developed by students in their career-related studies provide an opportunity for students to move directly into employment in their chosen field.

**Apprenticeships**: apprenticeship schemes are available in many countries where students are given on-the-job training as well as classroom instruction in a particular craft or trade.

**Further education**: students may wish to continue their education at educational institutions that specialize in their chosen field of study.

**Higher education**: the mix of career-related skills combined with the knowledge and skills obtained from studying Diploma Programme courses allows students access to higher education institutions such as universities and colleges.

Participating schools work in close collaboration with further and higher education institutions and with the employment sector both locally and internationally.
The essential qualities of the Career-related Programme are:

- A balance of breadth and depth of learning.
- Flexibility of choice, including a mix of basic requirements and school or student preferences.
- Localization that recognizes locally defined career-related studies, locally defined language development courses and locally defined pathways for students.
- Partnerships between schools and local universities, colleges and employers.
- Strong collaboration in planning and assessment between all teachers involved in the programme.
- A strong emphasis on learning that fosters intercultural understanding.
- The development of critical thinking, inquiry and research skills.
- Strong student involvement in self-assessment and reflection.
- A sustained experience of community involvement and service.
- Rigorous assessment through a blend of external and internal assessment procedures.
- Varied and dynamic teaching, supported by appropriate teacher professional development.
The Career-related Programme requires the study of at least two Diploma Programme courses alongside the unique Career-related Programme core and a career-related study (see figure 1).

For students of this programme:

- The choice of at least two Diploma Programme courses provides and enhances the theoretical underpinning and academic rigour of the programme.
- The Career-related Programme core aims to develop personal qualities and skills and professional habits required for lifelong learning.
- The career-related study further supports the programme’s academic strength and provides practical, real-world approaches to learning.

The distinct advantage of the Career-related Programme is that schools can adapt the framework to meet local, regional or national education requirements, as well as address industry and government priorities.
The Career-related Programme core

The components of the core are at the heart of the Career-related Programme and are designed to enhance students’ personal qualities and professional development.

The Career-related Programme core contextualizes the Diploma Programme courses and the career-related study and draws all aspects of the framework together. The core is designed to develop many of the characteristics and attributes described in the IB learner profile.

All components of the core are mandatory. They are:

- personal and professional skills
- service learning
- language development
- reflective project

**Personal and professional skills**

The personal and professional skills course aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understandings, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. Emphasis is on the development of skills needed to successfully navigate higher education, the workplace and society.

A minimum of 90 timetabled hours is expected to be devoted to the personal and professional skills course.

**Service learning**

Service learning is the practical application of knowledge and skills towards meeting an identified community need. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions.

A minimum of 50 hours is expected to be devoted to service learning.

**Language development**

Language development ensures that all students have access and are exposed to an additional language, which is a central tenet of an IB education and will increase their understanding of the wider world. Students are encouraged to begin or extend the study of a language other than their best language that suits their needs, background and context. It develops students in the areas of oral, visual and written linguistic and communicative abilities.

A minimum of 50 hours is expected to be devoted to language development.

**Reflective project**

The reflective project is an in-depth body of work produced over an extended period and submitted in year 2 of the Career-related Programme. Through the reflective project, students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies. This work encourages students to engage in personal inquiry, intellectual discovery, creativity, action and reflection, and to develop strong thinking, research and communication skills.

The reflective project is assessed using grades A to E, with A representing the highest level of achievement.

A minimum of 50 hours is expected to be devoted to the reflective project.
Diploma programme courses

Students complete at least two Diploma Programme courses, either at standard or higher level, in any of the following subject groups:

- studies in language and literature
- language acquisition
- individuals and societies
- sciences
- mathematics
- the arts.

The courses chosen should be relevant to the students’ career-related studies.

The Diploma Programme courses (except for languages) will be examined in English, French or Spanish.

Career-related studies

The career-related studies are offered and awarded by the school. Each school must choose the career-related studies most suited to local conditions and the needs of their students.

It is important that the career-related study has a clear career focus. Career-related studies prepare students for further or higher education, an internship or apprenticeship, or a position in a designated field of interest. It provides the opportunity for students to learn about theories and concepts through application and practice while developing broad-based skills in authentic and meaningful contexts.

Career-related studies are not offered or awarded by the IB; however, each career-related study must satisfy IB criteria in relation to accreditation, assessment and quality assurance.
Approaches to teaching and approaches to learning sit within the inner circle of the Career-related Programme model as they are within the models for all IB programmes. These approaches refer to the strategies, skills and attitudes that permeate the teaching and learning environment. They are closely linked with the learner profile attributes and aim to enhance student learning and prepare students for assessment and beyond.

Approaches to teaching and approaches to learning are also linked to the development of internationally minded students, a central aim of all IB programmes. Education for international-mindedness “relies on the development of learning environments that value the world as the broadest context for learning” (What is an IB Education? 2013).

Effective approaches to learning in the CP should therefore be developed within global contexts, with particular attention being given to promoting three key elements—global engagement, multilingualism and intercultural understanding.

There are clear connections between the core components and the approaches to teaching and approaches to learning. A package of resources (https://ibpublishing.ibo.org/dpatl/) has been developed to support approaches to teaching and approaches to learning in the Diploma Programme (DP) that can be an extremely useful source of guidance for teachers and coordinators in the design and delivery of the core components.
Diploma Programme courses

The students chosen Diploma Programme courses are assessed according to the specific requirements listed in the subject guides.

More details on assessment can be found in Diploma Programme assessment: Principles and practice, the Handbook of procedures for the Diploma Programme and in the relevant subject guides.

The Career-related Programme core

The personal and professional skills course is internally assessed by the school.

The language development course is internally assessed, either by the school or by the external provider, and authenticated by the school.

The reflective project is internally assessed by the school but externally moderated by the IB.

The personal and professional skills, language development and service learning courses must be satisfactorily completed for the award of the Career-related Programme; satisfactory completion is determined by the school and reported to the IB through the IB Information Systems (IBIS).
The career-related study

The career-related study is assessed (or validated) by the relevant external authority, not by the IB.
The Certificate of the Career-related Programme of the International Baccalaureate will be awarded subject to satisfactory completion of the following requirements by a candidate:

a. The candidate has completed the specified career-related study.

b. The candidate has been awarded a grade 3 or more in at least two of the Diploma Programme courses registered for the Career-related Programme.

c. The candidate has been awarded a grade of at least D for the reflective project.

d. Personal and professional skills, service learning and language development requirements have been met.

e. The candidate has not received a penalty for academic misconduct.

All candidates will receive programme results detailing their level of achievement in the Diploma Programme courses and the reflective project along with the status of completion of the Career-related Programme core.

Bilingual Career-related Programme

Students successfully completing the Career-related Programme may, under certain conditions, be awarded a Bilingual Certificate of the Career-related Programme of the International Baccalaureate. This can benefit students application to universities in addition to the numerous general benefits of demonstrating proficiency in more than one language.

A Bilingual Certificate for the Career-related Programme will be awarded to successful candidates who fulfil at least one of the following criteria in their Diploma Programme courses:

• Completion of two Diploma Programme language courses selected from studies in language and literature, with the award of a grade 3 or higher in both.

• Completion of one Diploma Programme language course selected from studies in language and literature, with the award of a grade 3 or higher. In addition, completion of one Diploma Programme course from individuals and societies or sciences, in a language that is not the same as the student’s chosen language from studies in language and literature. The student must attain a grade 3 or higher.

Courses in individuals and societies and sciences are available in English, French and Spanish, and a small number of courses are available in German.
Schools interested in implementing IB programmes must successfully complete an authorization process.

This process ensures continuity across our schools and underpins our commitment to provide rigorous, challenging and unique programmes of education to schools.

All new schools will be guided through this process to ensure they fully understand the organizational structures needed to implement the IB’s programmes, so that parents and students can be confident that each IB World School, no matter where it is located, is held to the same IB standards.

The CP follows the stages of authorization common to all IB programmes.

- **A consideration phase** in which schools review CP documents, conduct a feasibility study and decide whether to implement the CP. The schools complete this stage themselves and must submit a School Profile to express interest in the CP.

- **Submission of an application** for candidacy to request candidate status. Upon approval of candidate status, schools work towards implementation by developing the necessary practices. They will receive the support of an approved IB consultant and be given access to the online curriculum centre (OCC) for staff involved in the CP.

- **An audit of any professional development requirements** to ensure that all teachers are trained prior to granting authorization.

- **Submission of an application** for authorization to formally request authorization.

- **A verification visit** to ensure the school is ready to start offering the CP.

- **IB decision** on authorization.
Every five years, schools engage in a programme evaluation and self-study process to assess the implementation of their Career-related Programme. The school’s implementation of each core component is evaluated as part of this process. Schools submitting their programme evaluation self-study will be required to provide evidence that the planning, organization and delivery of each core component meets the individual core components requirements.

Please see the Programme evaluation guide and self-study questionnaire: Career-related Programme for more detailed guidance about the process and the evidence that must be submitted.
Online CP forum

Schools and organizations participating in career-related education in cooperation with the IB are encouraged to exchange ideas and good practice in the development and delivery of their career-related education and to promote student exchanges, either face to face or electronically, to enhance international understanding.

A password protected online CP forum on the Online Curriculum Centre (OCC) has been established, where teachers and school staff are able to post resources and ideas for school-specific courses and projects, and engage in discussions and cooperative work.
IB digital communications toolkit

The digital toolkit (http://ibo.org/myib/digitaltoolkit/) is designed to provide authorized IB World Schools with a wide range of communications materials that can be used to present the IB and its programmes to stakeholders such as students, parents, teachers and school boards as well as universities and government bodies.

The toolkit enables IB World Schools to promote themselves in a consistent manner, fully complying with the IB brand and ensuring that messages are clear. It is important that communications from IB World Schools worldwide are developed with an awareness and sensitivity to local culture. Please contact your regional office for more information.
Schools as professional learning communities

Using professional development opportunities provided by the IB or other organizations is only one aspect of supporting a professional learning community. Creating a supportive, stimulating learning environment is just as, if not more, important. The principle of creative teacher professionalism together with the programme standards and practices define expectations that are supportive of IB World Schools as professional learning communities. IB teachers need to understand and support the vision and principles of the IB and to model the learner profile in their own behaviour and teaching.

Building an effective and supportive learning community, with a commitment to continuous improvement, is vital for the successful implementation and development of the Career-related Programme. IB World Schools are encouraged to view themselves as professional learning communities and should demonstrate the following characteristics.

• A shared vision of the school values and mission that is consistent with the IB’s mission statement and values.
• Continuous and ongoing commitment to improvement.
• A culture of collaboration that is embedded into working practices: trust and risk-taking are encouraged; teachers openly share their professional practice.
• Emphasis on the school culture, not just on organizational structures.
• A focus on, and commitment to, learning and teaching.
• Supportive, shared and devolved leadership that includes teachers as well as school leaders; the school needs to be a learning organization, continually reflecting on and evaluating current practice with a view to improving teaching and learning.

Professional development opportunities offered by the IB

The IB is committed to supporting schools and teachers in the process of professional learning by providing a range of professional development opportunities, which include the following.

• A programme of workshops and conferences (http://ibo.org/events/workshops.cfm) delivered by the IB and its approved partners is designed to help teachers and faculty members with different levels of experience to better understand and implement the Career-related Programme. Most workshops are available both face-to-face and online.
• Two professional certificates, the IB certificate in teaching and learning and the IB certificate in leadership (http://www.ibo.org/programmes/pd/qualifications/), are offered at an increasing number of universities worldwide.
• The online curriculum centre (OCC), is a website included in the annual school fee, where all IB publications are published and through which teachers can access subject-specific forums, frequently asked questions and teacher support material. Informal, yet valuable professional development can be obtained from the information on the site and by engaging with other practitioners through the collaborative learning forums.

• IB regional associations offer professional development opportunities. While some of these are approved partners offering workshops, others offer informal professional development opportunities. These informal professional development opportunities will not meet IB professional development requirements at the time of authorization or evaluation, but are often particularly valuable as they can address programme implementation and development issues within a local context.

While the IB provides professional development, it also encourages schools to work on creating the reflective, collaborative culture that is essential for professional learning to occur. Ideally, schools should have plans in place so that teachers who attend workshops share their findings with their teams, and perhaps even receive coaching or peer support on implementing new ideas.

Professional development expectations

The IB has specific professional development requirements that all Career-related Programme schools must meet at key points: before candidacy can be awarded, before the school can be authorized, and at each subsequent evaluation. Further details on these specific requirements can be found in the Guide to school authorization: Career-related programme.

The school’s commitment to professional development is demonstrated through encouraging as many teachers and staff as possible to participate in IB activities.

A school wishing to implement the Career-related Programme needs to make a commitment to ongoing teacher professional development. Specifically, schools must meet the following requirements to be authorized as an IB World School offering the Career-related Programme:

• The head of school (or appropriate designee) must attend the Career-related Programme administrators category 1 workshop (before the application for candidacy is submitted).

• All Diploma Programme subject teachers must attend IB category 1 workshops in their subjects.

• The Career-related Programme coordinator must attend the Career-related Programme coordinator category 1 workshop.

• Teachers and staff who will be involved in Career-related Programme implementation must take part in Launching the Career-related Programme, an in-school, face-to-face workshop.

• The reflective project coordinator must attend the Career-related Programme reflective project category 1 workshop.

• The personal and professional skills teacher must attend the Career-related Programme personal and professional skills category 1 workshop.

It is expected that the mandatory professional development has taken place before the verification visit, except where otherwise indicated above.

The school’s commitment to IB professional development would allow as many teachers and staff as possible to participate in IB activities. Once authorized, IB World Schools are subject to professional development requirements at their five-year evaluation.
Professional development should be ongoing for all teachers in a school, irrespective of their experience, as even experienced teachers will need to keep up to date with course developments. All teachers must participate in a relevant workshop if the course they are teaching has been reviewed during the five-year evaluation period and new guidelines have been published.

Staff involved in all aspects of implementing programmes should undertake professional development, including school leaders, librarians, counsellors, learning support teachers, Career-related Programme coordinators, service learning and reflective project coordinators, personal and professional skills teachers and language development supervisors and teachers.

All teachers are also responsible for supporting students who are studying in a language that is not their best language and they may require additional professional development to provide this language support.

Experienced teachers are also encouraged to take advantage of a wide range of opportunities offered through the IB educator network (IBEN), including becoming IB examiners, moderators, deputy chief examiners, OCC forum moderators, workshop leaders, authorization team members or members of IB curriculum development committees.