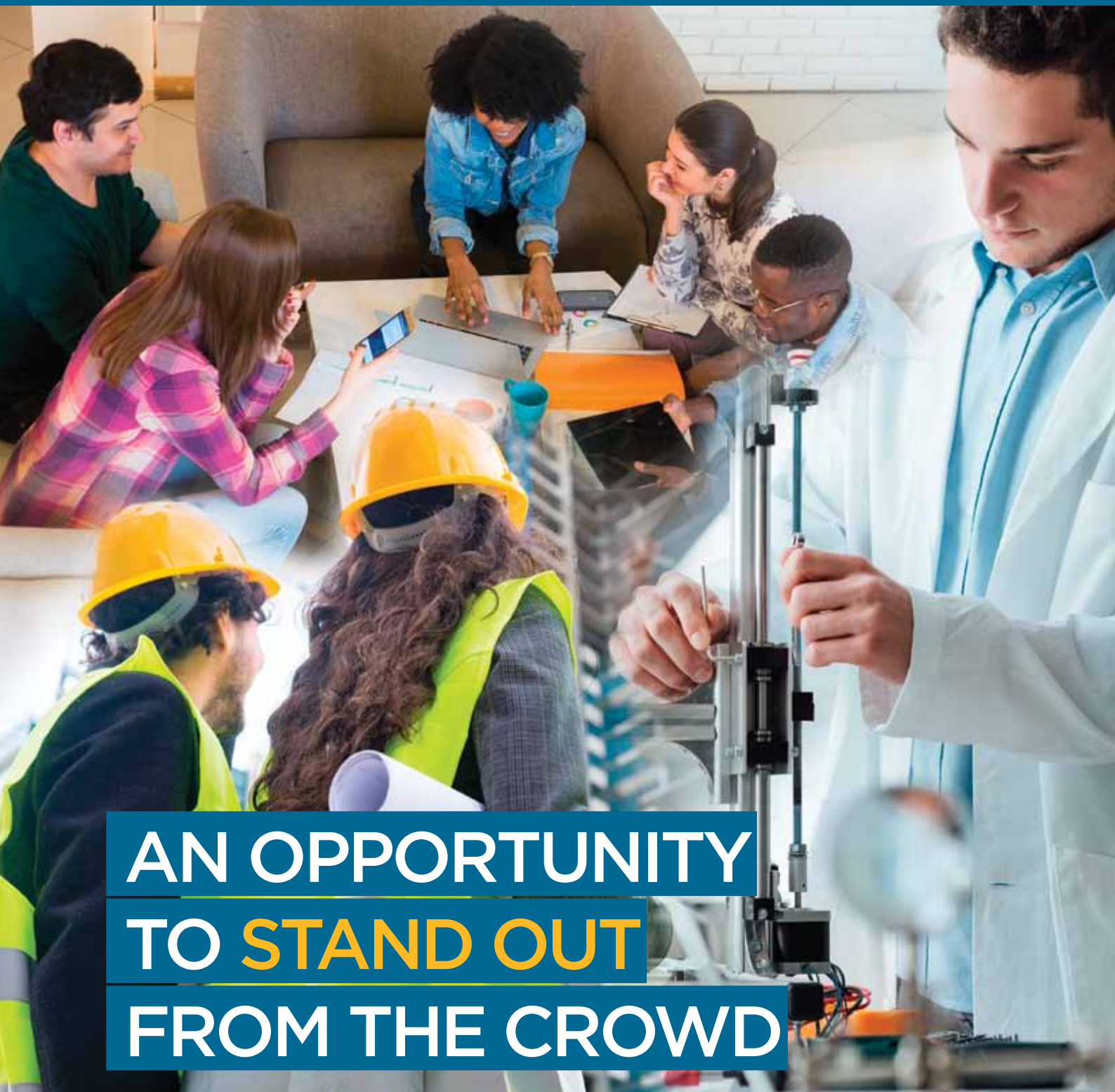


The  
International  
Baccalaureate  
Career-Related  
Programme

A leading  
post-16  
qualification  
for Kent  
schools



**AN OPPORTUNITY  
TO STAND OUT  
FROM THE CROWD**



**JAMES KERIN,  
MARKETING DIRECTOR,  
CAIRN RESEARCH LTD**

*'At Cairn Research we sell all over the world to many countries and many cultures. We look for internationally minded employees with intercultural understanding, who have self-confidence and good communication skills. We feel that the IBCP prepares the students for a world beyond the classroom. It encourages students to be problem solvers and analytical thinkers and makes them well-rounded global citizens.'*



WHAT IS THE

# IB?

**Founded in 1968, the International Baccalaureate (IB) is a non-profit foundation which offers high quality and challenging educational programmes for a worldwide community of schools. For close to 50 years, IB programmes have gained a reputation for their rigour and high academic standards, for preparing students for life in a globalised 21st century, and for helping to develop citizens who will create a better, more peaceful world. Today, over 1,3 million IB students attend over 4500 schools in 147 countries.**

**To learn more, please visit [www.ibo.org](http://www.ibo.org)**

## YEAR 13 STUDENT

*'The programme is unique and has developed my skills as a student and a learner. The IBCP is a better, more well-rounded programme than conventional A-Levels and has helped me think ethically as a learner and a young adult. It has developed my thinking internationally and gives me the opportunity to get a job anywhere in the world.'*

# WHAT IS THE INTERNATIONAL BACCALAUREATE CAREER-RELATED PROGRAMME

Twenty-first century life places complex demands on young people looking for work, so enabling students to become self-confident, skilled and career-ready must be an integral part of their education.

The International Baccalaureate Career-related Programme (IBCP) prepares students for the world of work as well as developing their personal qualities.

The IBCP is an innovative education pathway that offers a flexible blend of academic and career-related studies. It is a coherent programme that allows schools to create their own distinct offering to reflect the needs, backgrounds, ambitions and learning contexts of their particular students. Each school can choose appropriate career-related study elements. The programme is an option for students to undertake in their last two years of secondary school (16+), and aims to develop applicable, transferable lifelong skills that prepare them for higher education, higher level apprenticeships or employment.

In Kent, the programme has been offered since 2011, and has proved to be very successful. From 2017, there will be 24 Kent schools offering the IBCP, making this the largest network of IB schools in the world, and representing nearly a quarter of the county's state secondary schools.



## PERSONAL AND PROFESSIONAL SKILLS

This course introduces students to life skills that help make sense of the world. It emphasises personal organisation, effective study approaches, critical and ethical thinking, intercultural understanding and the ability to communicate effectively.

## SERVICE LEARNING

The principles of Service Learning emphasise personal growth and development of local knowledge, social responsibility and empathy for others.

## LANGUAGE DEVELOPMENT

All IBCP students are introduced to another country's language and culture, without the pressure of any examination. This will increase their understanding of the wider world, and prepare them for working in a multicultural environment.

## REFLECTIVE PROJECT

The Reflective Project asks students to identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies. This work encourages students to ask questions, think independently and reflect as they develop the research and communication skills needed at university or in employment.

### YEAR 12 STUDENT

*'The course will allow me to stand out from other applicants when applying for jobs.'*

## CASE STUDY

### ABI HARMSWORTH

Former student



The IBCP helped me to gain more confidence, not only in myself but in the work I was producing in the Sixth Form. This then enabled me to have a greater confidence with my work at university.

Completing the Business and Management course alongside Information Technology in a Global Society allowed me to know much more about society and elements we normally overlook. For example, I explored the way in which computers work, and the Business and Management course helped me to gain a greater understanding of financial subjects. This knowledge allowed me to understand budgeting and has helped me to successfully budget in between paydays.

The community service side of the course allowed me to use my organisational skills, as well as giving me the opportunity to help younger students within the school library. This helped me to understand and gain the ability to create

my own project. To do this successfully, we had to improve our knowledge of what people wanted and this included creating surveys and questionnaires which boosted my confidence to talk to people I did not know.

The personal and professional skills aspect helped me gain different skills which I could then transfer into my university life. One of the most helpful skills was researching, and to be able to research successfully you need to be able to understand the difference between sources and their reliability. This helped me during my International Baccalaureate course with writing my projects, as well as in writing essays for my university work.

Overall, the skills I learned whilst completing the International Baccalaureate Career-related Programme in the Sixth Form allowed me to take the knowledge further and apply it to university. In doing so, over the past three years at university my confidence has risen greatly and I am hoping this will allow me to pursue a career in teaching.

# THE PROGRAMME

The subjects offered vary from school to school but the nature and make-up of the programme are consistent. All students must undertake the following:

## VOCATIONAL OPTIONS

Students can choose a nationally recognised career-related qualification (for example BTEC) in subjects such as Applied Science, Digital Technology, Engineering, Finance, Health and Social Care, Performing Arts and Sport.

## ACADEMIC OPTIONS

The subjects on offer will vary by school. Students must pick at least two IB subjects such as Biology, Business and Management, English Language and Literature, Film, Geography, History, Information Technology in a Global Society, Mathematical Studies, Psychology, Social and Cultural Anthropology, Theatre and Visual Arts.

## THE CORE

This is the central part of the programme that acts as the 'glue' for the qualification. It develops the skills, attitudes and approaches to learning that make the IBCP so valuable as preparation for university or employment. This element is compulsory and made up of four parts: Personal and Professional Skills, Service Learning, Language Development and the Reflective Project.

## CASE STUDY

### LILLIAN BYRNE Former student

I am going to the University of Brighton to study Mathematics and my career aspiration is to be a teacher of maths. The IBCP has allowed me to study a range of vocational and academic subjects that have included Maths Studies, Social and Cultural Anthropology, Art and Performing Arts. This broad and balanced curriculum has been really interesting, giving me diverse knowledge and an understanding of the world.



# HIGHER AND DEGREE APPRENTICESHIPS



Apprenticeships are an attractive alternative to university, offering qualifications up to degree level with no tuition fees, and enabling young people to combine earning with learning. Higher and degree apprentices are employees who typically divide their time between university and workplace.

The IBCP is recognised as an ideal route to Higher and Degree Apprenticeships. As well as preparing students for further study, it enhances their employability. It requires commitment, encourages initiative and develops their ability to work in teams or individually.

**Which companies have offered apprenticeships to IBCP students?**

The long list of companies and organisations employing IBCP students as higher apprentices includes Barclays Bank, National Rail, the NHS, Tarmac and Tesco.



**CARL ROBERTS,  
HEADTEACHER**

*'The IBCP has revolutionised our Sixth Form and significantly improved the life chances of our students.'*

# HIGHER EDUCATION

## AND THE IBCP

**As a result of the programme, students develop the self-confidence and skills to participate successfully in higher education. Over 60 per cent of IBCP students in Kent have chosen to go to university rather than seek an apprenticeship.**

**Universities value the IBCP for several reasons:**

### ACADEMIC STRENGTH

IBCP students complete a minimum of two internationally recognised IB Diploma Programme courses.

### RESEARCH AND WRITING ABILITY

The IBCP Core further develops the academic skills of students through its four components, and the Reflective Project provides experience of research and independent study.

### AN INTERNATIONAL PERSPECTIVE

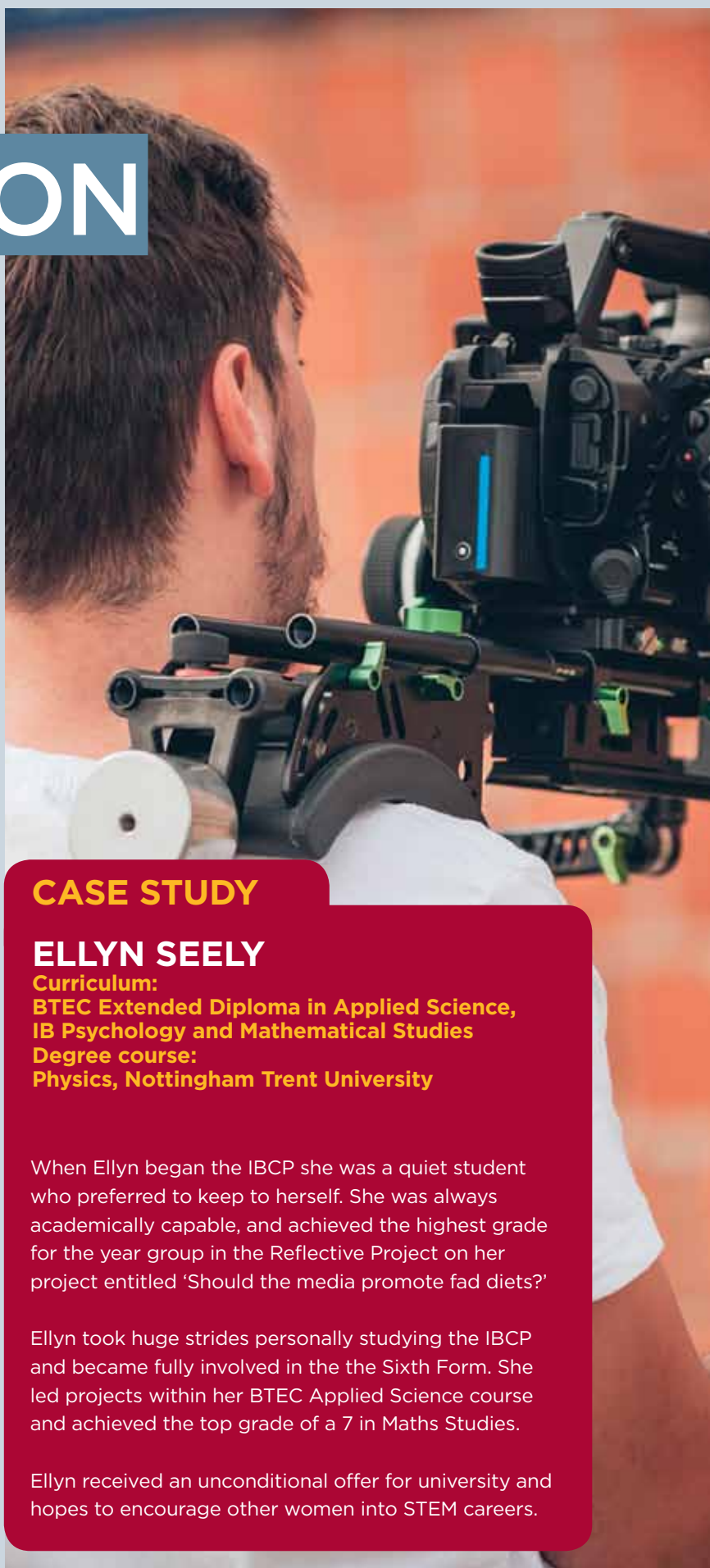
IBCP students are encouraged to view aspects of their studies in a broad, global context. They are challenged to become internationally minded.

### INTERCULTURAL UNDERSTANDING

IBCP students become more aware of their own culture and that of others, and fit readily into the multicultural community of a university or workplace.

### AN ETHICAL EDUCATION

The IBCP core provides a major opportunity for understanding principles, attitudes and codes of behaviour.



## CASE STUDY

### ELLYN SEELY

**Curriculum:**  
**BTEC Extended Diploma in Applied Science,  
IB Psychology and Mathematical Studies**  
**Degree course:**  
**Physics, Nottingham Trent University**

When Ellyn began the IBCP she was a quiet student who preferred to keep to herself. She was always academically capable, and achieved the highest grade for the year group in the Reflective Project on her project entitled 'Should the media promote fad diets?'

Ellyn took huge strides personally studying the IBCP and became fully involved in the the Sixth Form. She led projects within her BTEC Applied Science course and achieved the top grade of a 7 in Maths Studies.

Ellyn received an unconditional offer for university and hopes to encourage other women into STEM careers.



# THE KENT IBCP UNIVERSITY EXPERIENCE

Employers and universities value IB students because they understand the programme, and it is more than a piece of paper with a good grade. The IBCP can lead onto university, employment or higher level apprenticeships and students leave school with a choice of pathways and career options available to them.

Students who undertake the IBCP are typically receiving more UCAS points than their counterparts studying A-Levels, and so are achieving strong university offers. Over 60 per cent of Kent students studying the IBCP apply for university.

## WHICH UNIVERSITY COURSES DOES THE IBCP LEAD TO?

Some IBCP students have gained entry to traditional academic degree courses, such as Business, English, History, Mathematics or Physics.

Others have preferred career-related degrees courses, for example Aeronautical Engineering with Pilot Studies, Automobile Engineering, Finance and Accounting, Primary Teaching, Sports Management, Nursing and Policing and Criminal Investigation.

## KENT IBCP STUDENT

*'The programme has given me the international outlook I will need to build a successful career in business by teaching me to be open-minded, reflective and aware of cultural differences. My Career-related subject is the Diploma in Financial Studies and it has been the highlight of my Sixth Form experience. This will not only help me in the future but also in the career I hope to build.'*



## THE UNIVERSITIES THAT HAVE ACCEPTED IBCP STUDENTS IN RECENT YEARS INCLUDE:

Birmingham City University  
Bournemouth University  
Brunel University  
Canterbury Christ Church University  
Durham University  
Edinburgh Napier University  
University of Kent  
King's College London  
Kingston University  
Leeds Beckett University  
Swansea University  
University of Greenwich  
Plymouth University  
University of Portsmouth  
University of Westminster

# FREQUENTLY ASKED QUESTIONS

## 1 WHAT KIND OF STUDENTS CHOOSE THE IBCP?

The students choosing the IBCP tend to be those who think long-term and want to keep their options open. It can lead to university or directly to a career, usually through higher level apprenticeship. The programme prepares students for success in further study, but also develops the skills employers seek.

## 2 HOW DOES THE IBCP GIVE STUDENTS ADVANTAGES?

It enables them to gain qualifications recognised by universities and employers, not only throughout the UK but worldwide. IBCP students develop as highly effective teamworkers, showing self-confidence, determination, initiative and enterprise. The core of the programme also provides students with skill sets that they may not acquire through other qualifications.

## 3 WHAT MAKES THE IBCP DIFFERENT?

The IBCP differs from most other post-16 programmes because it unites both academic and vocational studies into a flexible and coherent course, rather than offering a 'pick and mix' selection of unconnected subjects.

It enables students to think critically, communicate well and be globally aware, and it prepares them better for academic research and life in the workplace. The IBCP also offers students more opportunities for coursework rather than examinations.



## 4 WHERE IS THE IBCP AVAILABLE?

The IBCP is expanding very rapidly. At present, it is taught in 21 countries worldwide, with the largest numbers of IBCP schools found in the UK and the USA.

## 5 HOW LONG HAS IT BEEN OFFERED IN KENT?

It has been taught successfully in Kent secondary schools since 2011, and is now offered by 24 schools, with others planning to introduce it.

## 6 HOW ARE THE IB PARTS OF THE PROGRAMME ASSESSED?

Assessment is by a combination of examinations and coursework. The examinations are taken at the end of the programme, and marked externally by IB examiners. All IB subjects include coursework, which is assessed by the school.

**CLIVE BARKER,  
CHAIRMAN, CSB LOGISTICS**

*'The IBCP will greatly improve young people's opportunities by creating well-rounded individuals with self-confidence and the ability to work across an increasingly international multicultural world of trade.'*



**KENT IBCP STUDENT**

*'I think the combination of life experience, work experience and a qualification makes us ideal candidates for many universities and employers. I have tailored my pathway around my career choice and the subjects I need to go on to study at university. I've chosen Early Childhood Studies with Youth Studies and two extra DP courses: English and Psychology.'*



## FREQUENTLY ASKED QUESTIONS

*continued*

### 7 WHAT ARE THE CORE ELEMENTS?

The Core is one of the most important differences between the IBCP and other post-16 qualifications and programmes. It is a compulsory element and consists of four components: Personal and Professional Skills, Service Learning, Language Development and a Reflective Project. These components are all blended together to develop critical thinking and intercultural understanding, and are at the heart of why IBCP students excel in job and university applications.

#### HEAD OF SIXTH FORM

*'Our IBCP students have developed into confident learners who are willing to take risks and reflect on their learning. Through the delivery of the IBCP we have seen our students become more engaged and committed to their education. It has expanded their horizons and made our students far more ambitious in their plans for the future.'*

### CASE STUDY

#### AMY BURRIDGE

Former Student

**IBCP Curriculum: BTEC Art and Design, IB Film Studies and Social and Cultural Anthropology Degree: Film Studies, University of Kent**



Amy was a member of the first cohort of IBCP students at King Ethelbert School and thus one of the first graduating IBCP students in the world. During her time studying the IBCP, she led a team putting together a 75th reunion for the school's former students, with visitors from the past 40 years of its history. As part of this, she collaborated with outside

agencies to provide entertainment for the event. She was also actively involved in charity and organised a shoe box charity event for the whole school to be involved in. Doing this gave Amy the confidence to push herself out of her comfort zone.

Amy developed academically and personally and became passionate about challenging herself. She became the first member of her family to attend university and is now back at King Ethelbert School as a teacher.





**KENT IBCP STUDENT**

*'The IBCP has helped me become a more independent learner. I am now confident with making decisions about my own learning. I have had opportunities to lead teams and have had success with this, something that I would not have learnt through doing academic subjects only.'*

**8 WHY ARE IBCP STUDENTS REQUIRED TO COMPLETE A REFLECTIVE PROJECT?**

The Reflective Project is an in-depth independent study, based on the vocational area chosen in the programme. It enables students to develop the research and writing skills that they will need to achieve at university, but will also use in their careers.

The Reflective Project enables IBCP students to gain up to 12 additional UCAS points.

**9 WHY IS THERE A LANGUAGE DEVELOPMENT COMPONENT?**

This part of the Core is designed to give students the confidence to work successfully in multicultural teams and international businesses. It is a culture-based rather than vocabulary-based approach to exploring a new language, and has no examination.

**10 HOW MANY UCAS POINTS CAN IBCP STUDENTS GAIN?**

The answer to this question is a little complicated, owing to the flexibility of the IBCP, but we can give examples.

Students gain UCAS points for the vocational courses taken. The IB subjects can be taken at Higher Level (with the same points as an A-Level) or at Standard Level (with more points than an AS Level). All IBCP students can also gain points for the Reflective Project.

**EXAMPLES**

Academic Qualifications	Vocational Qualifications	Maximum UCAS points obtainable
3 GCE Advanced Levels		168
2 IB DP Standard Level subjects	BTEC Diploma	180
2 IB DP Higher Level subjects	BTEC Diploma	236
2 IB DP Standard Level subjects	BTEC Extended Diploma	236

## CASE STUDY

### DARIUS WINSHIP

Former Student

The IBCP allowed me the freedom to choose what I wanted to study in the Sixth Form, meaning I was guaranteed to be interested in it. In History and IT in a Global Society I chose to do my controlled assessments on the Cuban missile crisis and creating a website respectively.

My favourite part of working towards the IBCP certificate has been the Reflective Project, which I carried out on whether or not the UK should bring back the death penalty in response to recent terror attacks. I feel researching and writing this helped me to see the issue from different perspectives, rather than just seeking out information that fitted with my view and turning a blind eye to anything that challenged it.





## FREQUENTLY ASKED QUESTIONS

*continued*

### 11 WHAT IS THE POINT OF SPENDING TIME ON THE PARTS OF THE CORE THAT DON'T CARRY UCAS POINTS?

All parts of the Core are interrelated and designed to prepare students for lifelong success.

- Personal and Professional Skills develops the attitudes and skills needed in the workplace.
- Service Learning enables students to show initiative, creativity and leadership, while working in a team to meet a community need that has been identified.
- Language Development helps students to improve their communication skills and encourages them to gain an introduction to a language and culture other than their own, without the pressure of having to take a related examination.

**VICKY WILLIS,  
DEPUTY HEADTEACHER,  
KENT SCHOOL**

*'Students who study the IBCP end up with an incredible academic package, but the real beauty of the programme is the Core element that underpins all of the academic studies, and which gives the students experience in a foreign language and a different culture, in running a community project, and in writing an independent project similar to what they might do at university.'*

**ALEXANDRA AUGER,  
KENT YOUNG ENTREPRENEUR  
OF THE YEAR 2017**

*'I had an excellent experience with the IB, and do genuinely feel that it gave me the best possible foundation a school education could have done. I am sure that the structure of the IB has a profound effect on mindset; giving up on something you are not initially brilliant at is just not an option... I don't think I would have got very far in business had I not had that mindset.'*

### 12 WHAT MAKES IBCP STUDENTS SPECIAL?

Because the IBCP develops students personally and socially, as well as academically, it raises their aspirations. It encourages students to be enterprising, a characteristic that it shares with all other IB programmes.

### 13 IF A STUDENT HAS A SPECIFIC CAREER IN MIND, WILL CHOOSING THE IBCP IMPACT ON THIS?

At 16, some students already have a clear idea of their career intentions and are looking for hands-on experience in that field. The IBCP is ideal for students who are interested in a particular industry and want to specialise early on. Should their career interests change, it offers students the opportunity to gain transferable skills, while also staying on track to succeed both academically and professionally, with a view to attending university, opting for a higher level apprenticeship or entering the world of work. The IBCP also keeps doors open for students who haven't decided what path they would like to take at 18, or beyond. The IBCP allows students to maintain a broad spectrum of academic subjects and personal development, while gaining valuable insights into the world of work.

# HOW DOES THE IBCP

# GIVE STUDENTS AN EDGE OVER OTHERS?

## THE IBCP ENABLES STUDENTS TO:

combine  
academic and  
vocational  
studies

develop  
attitudes and  
approaches that  
will bring lasting  
success

prepare  
thoroughly for  
university or  
employment

keep their  
options open

become  
independent  
learners

gain  
experience of  
leadership and  
teamwork

communicate  
effectively

apply their  
knowledge  
in real  
contexts

be  
open-minded

understand  
themselves  
and others

think for  
themselves and  
form their own  
judgements

see  
themselves  
as global  
citizens



### LEADING FTSE EMPLOYER

*'We are in a time when adaptability, critical thinking, intra- and entrepreneurship, and an understanding of what it means to be a professional contributor are valued by employers alongside exam certificates.'*