

International Baccalaureate Career-related Programme The Core

The International Baccalaureate Career-related Programme (CP) is designed for students interested in pursuing a career-related education in the final two years of secondary school. The CP offers a learning and assessment programme that promotes access to an IB education while supporting and complementing a student's career-related studies. The CP provides the flexibility to allow for local differences. Each school adapts the CP to meet the needs, backgrounds and contexts of its students, while incorporating the rigor of IB Diploma Programme courses, the components of the CP core, and discrete career-related studies.

To be awarded the CP Certificate, students must:

- complete all components of the CP core to a satisfactory level
- earn a minimum score of 3 in at least two IB Diploma Programme (DP) courses attempted (between 2 and 4 Standard Level or Higher Level DP courses)
- complete a career-related study to the school's satisfaction.

The school-chosen career-related studies are not offered or awarded by the IB, and should be determined by the local context and aligned with student needs and progress toward further studies or direct employment. It is the school's responsibility to determine the appropriate career-related studies which fulfill criteria set by the IB.

The CP core consists of four components:

language development • **approaches to learning** • **community and service** • **reflective project**



The CP core

The core is at the heart of the CP and enhances student's personal and interpersonal development, with an emphasis on experiential learning. The CP core provides students with a combination of academic and practical skills designed to:

- empower students to be responsible for their own learning and development
- challenge students to establish and achieve meaningful goals
- provide students with flexible strategies to deal with familiar and unfamiliar situations
- involve authentic activities that allow students to develop both the capacity and the will to make a difference
- give students the opportunity to learn, plan, act and reflect
- develop both practical and intellectual skills.

Key aspects of the CP core

- The IB provides the curriculum and assessment framework including the assessment criteria for the reflective project
- The school determines and develops the delivery, content and assessment for *approaches to learning*, *language development* and *community and service*, while fulfilling all CP requirements
- The school assesses the *reflective project*, based on the criteria set by the IB, and submits it at the end of the two year programme. The IB moderates a sample of reflective projects from each school
- Concurrency of learning is important, and all CP core components should take place throughout the two years of the programme
- Both formative and summative assessment should be used for the CP core components
- A minimum of 230 hours is recommended for the CP core components

Approaches to learning

The *approaches to learning* (ATL) course aims to develop the personal qualities, values and skills of the IB learner profile. It fosters responsibility, practical problem-solving, good intellectual habits, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. Emphasis is on the development of global competence and the transferable 21st century skills needed to successfully navigate higher education, the workplace and society, as well as the learner's ability to reflect on and improve such skills.

The ATL course focuses on four key areas: critical and ethical thinking, intercultural understanding, effective communication and personal development, which are explored within the four global contexts of: technologies, communities, environments and workplaces. Schools design and develop the ATL course to reflect and bring together all aspects of the CP into a coherent framework of exploration and understanding. A minimum of 90 hours is required for this course, and both formative and summative assessment are used to evaluate students' progress during the course. Schools report to the IB whether each student has satisfactorily completed the ATL component.

Community and service

For *community and service*, students work with community members to undertake service activities that satisfy identified community needs. The concept of community may be viewed from a local or global perspective. The component is based on the principle of service learning, whereby service is a vehicle for new learning of academic value. The emphasis is on developing local knowledge, civic responsibility, social aptitude and personal growth. *Community and service* provides students with opportunities to use their existing skills and knowledge in real-life situations, while developing learning, responsibility, practical and social skills and caring for others.

This component is usually directly related to the student's *reflective project*, and activities are ideally linked to the student's career-related studies. The nature of the assessment is determined by the school, but students are expected to reflect on their service experiences as part of the assessment. *Community and service* is ongoing, and occurs regularly, throughout the CP with a minimum of 50 hours outside class time devoted to it. Schools report to the IB whether each student has satisfactorily completed the *community and service* component.

Language development

Language development develops students in the areas of oral, visual and written linguistic and communicative abilities through a focus on receptive, productive and interactive skills. This component ensures that all CP students are exposed to an additional language that will increase their understanding of the wider world. *Language development* should include one or more interrelated themes consisting of a variety of topics. There are various ways through which students can undertake language development including, but not limited

to, an extension of DP group 1 or 2 courses, a school-designed course, an externally provided course, or monitored self-directed study.

Each student is required to maintain a language portfolio to chart their progress in the course. The IB may require schools to provide samples of language portfolios as evidence that this component has been satisfactorily implemented. The nature and criteria of assessment in *language development* is determined by the school, using both formative and summative assessment. The assessments offered should be varied, ensure that measurement of student achievement is valid, reliable, consistent, authentic and fair, and differentiated according to the school's expectations. *Language development* runs concurrently with the other CP core components and a minimum of 50 hours is required. Schools report to the IB whether each student has satisfactorily completed the *language development* component.

Reflective project

The *reflective project* is an in-depth body of work produced over an extended period and submitted towards the end of the CP. It is the product of the student's own initiative and is designed to draw together the student's DP courses, the other three components of the CP core and the student's career-related studies. 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 communications skills.

The *reflective project* can be submitted in different formats including, but not limited to, an essay, website, electronic presentation, short play or film, or storyboard. However, the following features must be included and are assessed: an explanation showing knowledge and understanding of the issue and its context; awareness of the ethical dimension of the issue and its impact on the community; research that supports differing viewpoints and critical evaluation of those viewpoints; reflection; articulation of the student's own evidence-based viewpoint; supporting evidence from a variety of sources including proper references, citations and bibliography; the effective use of language; and formal presentation of the work. Depending on the format, the maximum word limit is between 750 (with accompanying material) and 3,000 words.

The school ensures that each student receives direct supervision, guidance and oversight from a qualified person in the school. Students are expected to devote a minimum of 40 hours to the reflective project. The school assesses all students' reflective projects using the assessment criteria set by the IB. The IB selects a sample to be moderated by external examiners. The maximum possible score is 30 and the IB awards a scaled grade as follows: 26–30 A; 21–25 B; 16–20 C; 10–15 D; 0–9 E. Any student receiving a grade of 'E' cannot be awarded the CP Certificate.

For further information on the IB Career-related Programme, visit: <http://www.ibo.org/CP/>.

To learn more about how the CP prepares students for success at university and in the workplace, visit: <http://www.ibo.org/CP/recognition/> or email: recognition@ibo.org.