



Repton School



The International Baccalaureate Career-related Programme (IBCP)

Repton School
2021 - 2023



NAME _____

HOUSE _____

Table of Contents

- IB mission statement..... 3
- The IB Learner Profile 3
- The IB Career-related Programme at Repton 4
 - Personal and Professional Skills (PPS) 6
 - Language Development (LD) 6
 - The Reflective Project (RP) 6
 - Service Learning (SL) 6
- Assessment in the IB Career-related Programme..... 7
- Careers and University Preparation 7
- Creating the best IBCP Programme for you..... 8
 - Choosing your Subjects 8

- The IBCP Choices Form10

IB mission statement

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 organisation works with schools, governments and international organisations 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.

The 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 Repton School and all 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.

The IB Career-related Programme at Repton

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

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 IB 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).

Repton School is an IB World School offering the IB Diploma Programme. It is now also a candidate school* for the IB Career-related Programme. IB World Schools share a common philosophy - a commitment to high-quality, challenging and international education - that we believe is important for our students.

ENTRANCE REQUIREMENTS

Grade 5 and above in at least 5 IGCSEs. Of these, English and Maths must be at Grade 4 or above and any subjects to be taken as SL IB courses at grade 5 or above.

As well as an academic requirement, we expect students to demonstrate an interest in their career-related specialisation and a commitment to making a difference in our community. Students must have a good pastoral record and have shown themselves capable of meeting deadlines and committed to reaching their potential. If a student takes an IB course at Higher Level a grade 7 or above at IGCSE may be required.

The Career-related Programme Curriculum

The IBCP framework allows students to specialise in, and focus on, a career-related pathway. The programme's three-part framework comprises the study of at least two Diploma Programme courses alongside career-related studies and the distinctive IBCP core which is designed to create a bridge that connects each student's chosen Diploma Programme courses and career-related studies.



Career-related Study

A major element of the IBCP is the Career-related study. Although there are a range of options in the market to fulfill this requirement, Repton School have selected the Pearson BTEC National Diploma for this criteria.

The Pearson BTEC National Diploma is a qualification for post-16 students wanting to continue their education through applied learning, who aim to progress to higher education and ultimately to employment across a number of sectors. The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is also appropriate for and consistent with current practice.

The qualification includes an optional work experience unit which enables all students to benefit from practical experience of the sector. Along with A Levels, BTEC Nationals are the most widely-recognised qualification to get into University.

Relevant facts and statistics about BTEC National Graduates:

- 95% of universities in the UK accept the BTEC qualification including universities from the Russell Group.
- 90% of BTEC students are employed full time after graduation – Progression Pathways, 2016
- A Level 3 BTEC qualification can boost life time earnings by £92,000 – London Economics, 2013

The Core

In addition to career-related study and other IB courses the Programme features core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding, research and communication skills.

The core programme consists of courses in *Personal and Professional skills (PPS)*; *Language Development (LD)*; *Reflective Project (RP)* and *Service Learning (SL)*.

Personal and Professional Skills (PPS)

The Personal and Professional skills course introduces students to transferable life skills – to help students make sense of the world around them. The course emphasises critical and ethical thinking, intercultural understanding and the ability to communicate effectively.

Language Development (LD)

Language Development (LD) ensures that all CP students have access and are exposed to a second language that will increase their understanding of the wider world. Students are required to begin or extend the study of an additional language that suits their needs, background and context.

The Reflective Project (RP)

Through a Reflective Project (RP) students produce an academic piece of writing, to identify, analyse, critically discuss and evaluate an ethical dilemma arising from their career-related studies. The project can be submitted in different formats including an essay, web page or short film. This work encourages the student to engage in personal inquiry, action and reflection, and to develop strong research and communication skills.

Service Learning (SL)

Service Learning/Community and Service (CS) in the CP core uses community and service as a vehicle for new learning with academic value. The service-learning model in the CP emphasises knowledge development, civic development, social development and personal development, enabling the students to gain real hands-on experience and skills that develop them for the real world of work with transferable employability skills initiative, responsibility, collaboration, problem solving and decision making.

Assessment in the IB Career-related Programme

The assessment approach of the BTEC qualifications allows learners to receive feedback on their progress throughout the course as they provide evidence towards the assessment and grading criteria. Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, role play and oral presentation. The course is continually assessed through coursework tasks rather than assessed in end of course examinations. For the IBCP course students have to prepare 3 portfolios consisting of their work and reflections completed over a two-year period.

Careers and University Preparation

Even before moving into IB1 and IB2, careers and university preparation plays an important part of everyday life at Repton. The school has a dedicated Careers Centre containing university prospectuses, ICT facilities and a wealth of up-to-date careers information. This facility is always open to IB students and compliments the programme of presentations and university visits which regularly occur throughout the year.

The Careers and University Adviser is always available to meet with students and parents. He is based in the IB centre and plays a key role in helping students make the right decisions and guiding them through the application process.

Tutors also play a pivotal role in guiding their students, by supporting them during PSHCE sessions, monitoring each student's progress and ensuring that the students are fully informed regarding events and deadlines.

During IB1, students are encouraged to attend a range of university presentations, visit campuses and to research university courses. In the summer term, IB1 students also begin to write their personal statements, research degree courses and shortlist possible universities.

In IB2 our students have little time to pause before university deadlines begin to loom. It is at this time that our team provide additional support to lead our students through the application process. At each step, students and parents are fully supported and every application is carefully checked to ensure that each student has fully read and understood what is required.

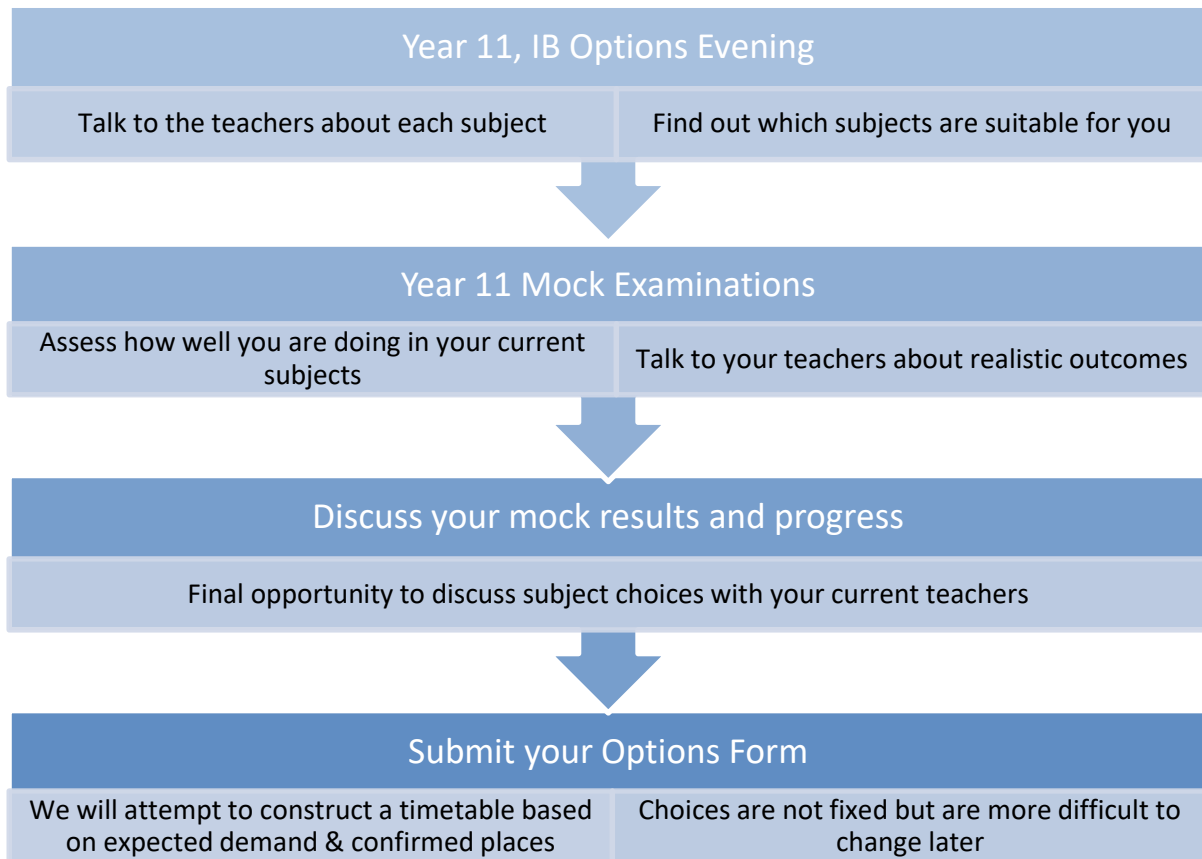
Alumni are now studying throughout the world and we fully support and guide students through a wide range of systems, whether it be UCAS, Common App or direct application universities around the world.

Subject Choices

IB Career-related Programme students will all study the BTEC National Diploma in Business alongside at least 2 IB courses from the available options in the Repton School IB Diploma Programme giving the students both options of academic and vocational modular units of study.

Creating the best IBCP Programme for you

Read this booklet carefully and take time to discuss it with your parents, tutor and teachers. Make your decisions on your options only when you are fully informed and after these events:



Choosing your Subjects

Whilst we will endeavour to ensure all selections are possible, courses may not be viable if insufficient students make that option choice. If this is the case then it may be withdrawn. We will advise students whether a course is able to run or not as soon as possible as the timetable is constructed.

Remember that you are creating an overall Programme of subjects which support your university and careers aspirations. Do, however, ensure that the overall programme is manageable and represents realistic challenge. Make the perfect programme for your strengths and then base your careers and university choices on this, rather than the other way around.

Don't make choices based on your friends' choices, which teachers you like or on which subjects you think one ought to take – make the perfect programme for you!

Do Universities Value the IB CP?

Below is a small sample of UK universities that have accepted IB CP students and the courses they have followed, showing that the programme is valued by universities.

University	Course
Brunel	Sport and Exercise and Health Science
Christ Church, Canterbury	Nursing
Falmouth	Graphic Communication
Kent	Finance and Accounting with Economics
King's College, London	Accountancy
Kingston	History
Loughborough	Automotive Engineering
Newcastle	Marketing
Nottingham	Physics
Portsmouth	Paleobiology
Reading	Business
UCA	Architecture

**Kevin Moore, Chartered MCSI and Director of Global Business Development,
Chartered Institute of Securities & Investment**

“The finance sector is looking to recruit young people who possess good communication, numeracy and interpersonal skills, are able to pay attention to detail, are team players and display integrity. We are delighted to be working with IB and schools to offer a brand new industry-specific package, which promotes the development of these and other invaluable life skills. The package delivers a powerful portfolio which should be popular with students, universities and employers alike.”



IB Career-related Programme Choices Form 2021 - 2023

Name: _____ House _____

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
BTEC	Arabic B SL/Ab Initio French B SL/Ab Initio Spanish B SL/Ab Initio German B SL/Ab Initio CP students may choose a language at SL or Ab Initio. UAE nationals must take Arabic SL	BTEC	Biology Chemistry Physics Design Technology Sport, Exercise & Health Science (SEHS) Environmental Systems and Societies (ESS) Computer Science At SL level	Maths AI/AA	Music HL/SL Theatre Arts HL/SL Visual Arts HL/SL Economics HL/SL Biology HL/SL Physics HL/SL Psychology HL/SL Geography HL/SL
	CP CORE lessons		BTEC	CP CORE lessons	
	<i>Selection</i>	<i>Selection</i>	<i>Selection</i>	<i>Selection</i>	<i>Selection</i>