

The main title of the event is displayed in large, bold, sans-serif font. The 'IB' logo is in red, while 'THE CULTURE' is in yellow, '4-7 of LEARNING' is in red, and 'MADRID' is in yellow. The dates 'OCT 2012' are in black. The background features a large, stylized rainbow arching across the top and a blurred cityscape on the right.

IB **THE CULTURE**
4-7 of **LEARNING**
OCT 2012 **MADRID**

Africa, Europe & Middle East
Regional Conference

of LEARNING



An Introduction

By 2020, the IBCC will be acknowledged throughout the world as **the leading international career-related qualification** providing students with the **academic, practical and social skills** required by the **21st century learner.**

History of the IBCC



- IB identified a need to develop a **career-related** approach to learning
- Result of global trends and attempts to bring **academic and career-related study** closer together
- Recognition that the development of an IB career related certificate to support local career-related studies would broaden **access to an IB education.**

Aims of the IBCC



- Broadening ‘**access**’ to an IB education
- Fostering the development of **internationally-minded** young people
- Encouraging **flexibility** and **mobility**
- Encouraging **interdependency** of **learning styles**
- Preparing students for **21st century jobs**
- Bridging the **academic/practical ‘divide’**
- Enabling students to reach their full **potential**

Why the IBCC?

- The IBCC is a **flexible educational framework** for schools to meet the needs, backgrounds and contexts of students
- The IBCC develops the **skills and competencies** required of 21st century learners
- The IBCC enables more students to **access an IB education**
- IBCC graduates are ready to follow **a range of pathways** including further education, higher education, apprenticeships, employment
- The IBCC is an academically **challenging and rigorous** programme
- The IBCC **adds value** to the career-related studies offered by a school

What is the IBCC?



The IBCC:

- is a **holistic education** that emphasizes the practical cognitive, affective and development of the whole person.
- is the **newest programme** of the IB continuum of international education
- **complements and aligns** with the other IB programmes
- incorporates the educational principles, vision and learner profile of the IB into **a unique programme** that allows students to specialize in a career-related pathway
- consists of two or more **Diploma Programme courses, a unique IBCC core and a career-related study**
- provides the freedom to schools to **create and design** their own distinctive career-related programmes

The IBCC: a holistic education



Head



Heart



Hands

knowledge

attitudes

skills

What do I need to know?

Why should I care?

What practically am I able to do?

Inquire: be informed

Reflect: be moved

Act: be involved

Who benefits from the IBCC?

Three main groups:

- Students in IB schools who wish to specialise in a particular career related education
- Students seeking an alternative pathway to further/higher education, apprenticeships or employment.
- Students who would prefer an alternative to the IB Diploma.



Why would a student choose to do the IBCC?

The IBCC will provide students with :

- a **school-based alternative pathway** to further/higher education, apprenticeships or work.
- an **international education**
- a mix of **practical** and **academic** skills
- a **well-rounded** educational experience
- a **value added programme** of study for all abilities



IBCC student development



The student will:

- Develop a sense of **social awareness**
- Recognise issues of **equity, justice, responsibility**
- Develop greater **intercultural communicative** competence
- Increase awareness of own **strengths/weaknesses** and areas for **growth**
- Undertake new **challenges**, plan and initiate **activities**
- Work **collaboratively** with others
- Show **perseverance** and **commitment**
- Engage with issues of **global importance**
- Consider **ethical** implications of actions

Schools say:

- *“The IBCC has had a very successful start. It offers an excellent opportunity for our more able students who wish to study vocational courses yet want to demonstrate significant academic rigour in preparation for University or further training at higher levels”.* Gravesham High School Deputy Head
- *“Our students are preparing well for their futures through IBCC. It offers something very different and very special. The progress they have made in their first year of this course is testament to this. They are highly motivated not only to achieve the highest grades in their qualifications, but equal focus is placed on skills development”.* Thanet Deputy Headteacher

Students say:

- *“I have gained a lot from the course so far. I feel that my confidence has increased greatly and I find talking to people whom I have not met before easy, for example in meetings. The IBCC course has changed who I am for the better.”*

Ashford IBCC Student

- *“The IBCC feels very fluid to me, not disjointed like A Levels where you jump from class to class thinking, 'How will I use this knowledge later on in life?’”*

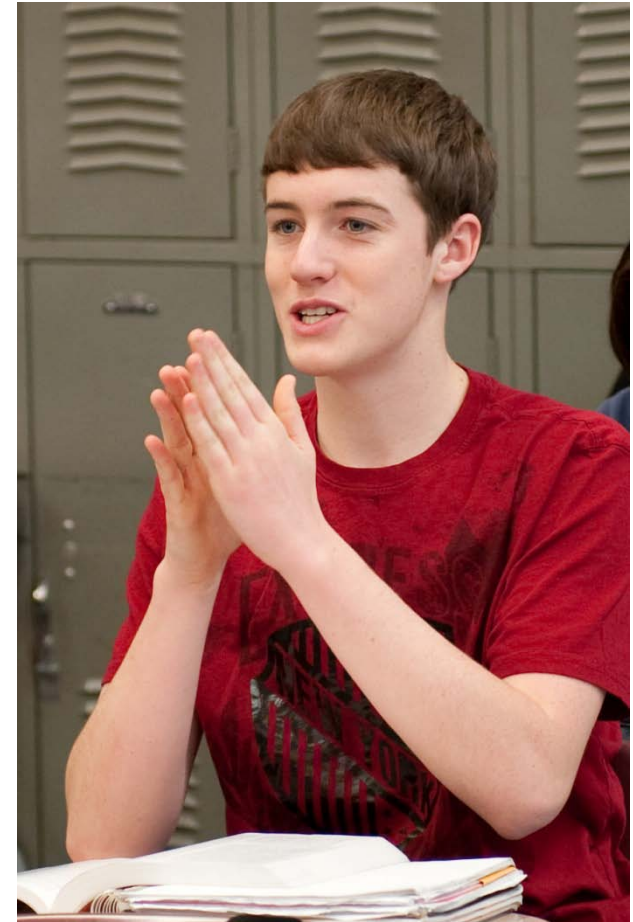
Thanet IBCC Student



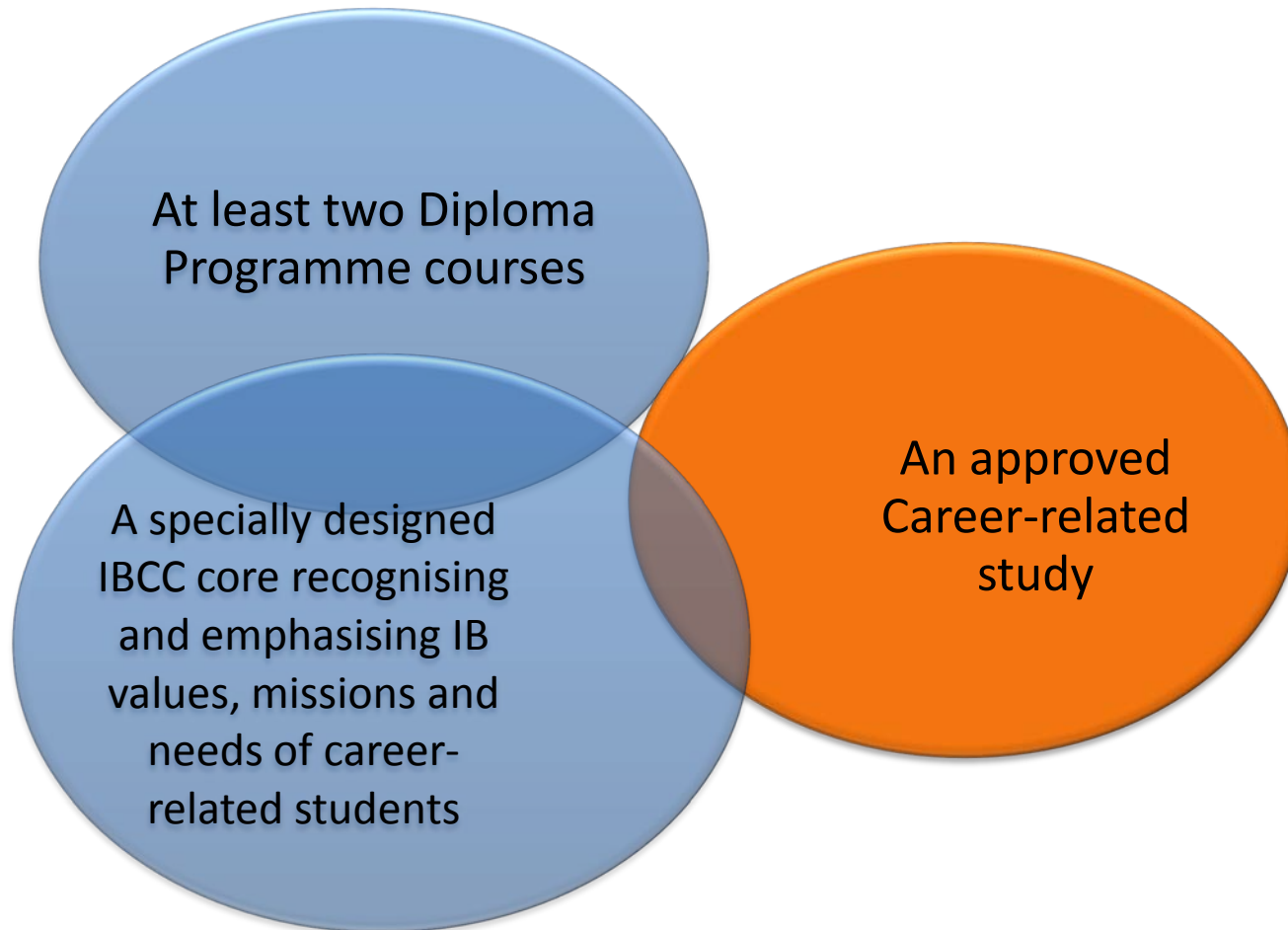
Students say:

- *“Before studying the IBCC I thought only an apprenticeship would suit me after sixth form. Now I realise I have a wider range of skills and lots of ambition! I've learnt to enjoy presenting my ideas to others, because all elements of the course keep us on our toes - the teachers will guide us but we choose the roles we take. I think I will go to university now that I have improved my confidence and organisation.”*

Thanet IBCC Student



The Framework



The IB Career-related Certificate (IBCC) Model



The Core

The **four** strands of the core are

- Community and service
- Approaches to learning
- Language development
- Reflective project

The core is used to link the IB subjects with the career-related studies



Community and Service

50 hours



- Based on the principles of ‘**service learning**’
- A good service learning programme will help
 - Knowledge development
 - Social development
 - Civic development
 - Personal development
- Develop **working relationships** with members of a community

Approaches to Learning

90 hours



- Designed to introduce students to **life-skills**, and to operate in a variety of contexts now and in the future
- Includes the development of **transferable skills with an** emphasis on the nature of **thinking critically and ethically and communicating effectively**
- **Personal development, intercultural understanding, thinking, communication**



21st century skills

- Collaboration
- Intercultural competence
- Creativity
- Critical thinking
- Self-direction
- Flexibility
- Digital fluency

Language development

50 hours

- Designed to assist and further students **understanding of the wider world.**
- It is appropriate to the **background, needs and context** of the students
- It aims to provide students with the necessary **skills and intercultural understanding** to enable them to **communicate** using the language studied.
- A **language portfolio** is required to demonstrate engagement with language development



The Reflective Project

40 hours

- Encapsulates **fundamental elements** of the certificate
- Embodies **aims** we hope to develop in students
- A **structured piece of work** that can take a variety of forms
- Student will be able to identify, analyse, explore, critically discuss and evaluate the **ethical dimension of an issue** arising from their career-related study



Assessment of the IBCC

- Externally assessed components
DP courses

Internally assessed components

1. Approaches to learning
 2. Community and service
 3. Language development (portfolios may be requested by the IB)
 4. Reflective project (moderated by the IB)
- The career-related course is assessed by the career related course provider, not the IB



The career-related study



- Sitting alongside the **IBCC core and the DP courses** is the career-related study that students undertake.
- The career-related study is **selected by the school**.
- It must satisfy IB criteria in relation to **accreditation, assessment and quality assurance**.
- It must be **studied concurrently** with the Diploma Programme courses and the IBCC core.
- The career-related study **must be completed** before the IBCC can be awarded to the student.

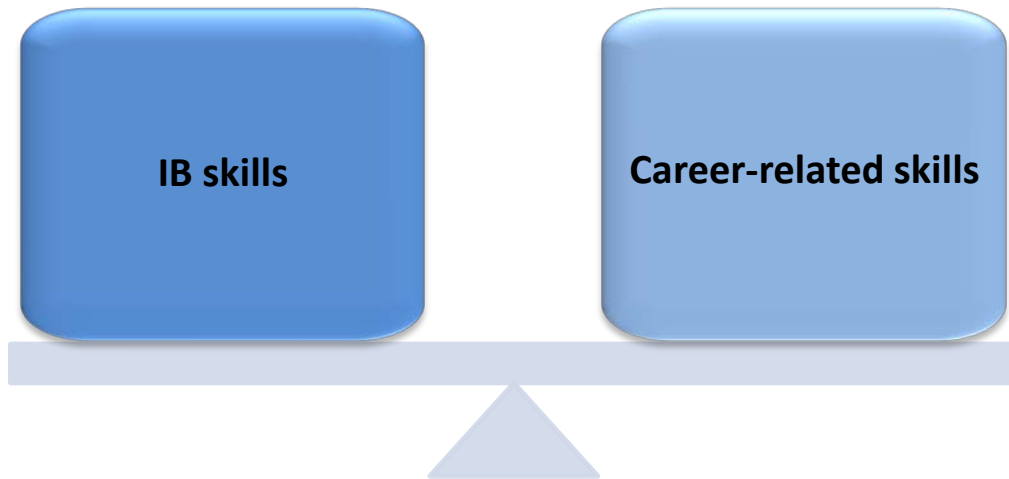
The career-related study must be:

- a **two-year study** of sufficient size to complement the IBCC
- **accredited** by an **authority** or **government**,
or recognized as an entry-level course into a **university** or higher education **institution**,
or validated by an appropriate **employer** organization such as a sector skills council or a professional body
- subject to a demonstrable form of **external assessment or quality assurance** that is reviewed by the accrediting or validating authority at least every five years

Preparing for life beyond high school

- Enabling tool for realization of **potential**
- Broadens '**access**'
- Encouraging interdependency of **learning styles**
- Bridging '**divide**'

Optimal skills provision in blend



Pathways: University

Universities particularly value:

- basic skills
- curriculum 'fit'
- academic strength
- an international perspective
- external validation
- research and writing skills



Pathways: Employment

“Employers have given up trying to predict the detailed skills [...] needed by their workforces. Rather, they stress the need for flexibility and the ability to learn new skills on-the-job” (Halliday, 2000)



Employers particularly value:

- linguistic proficiency
- critical-thinking skills
- maturity and responsibility
- work ethic and values

Accreditation



- UK *Office of Qualifications and Examinations Regulation (Ofqual)* have accepted the IBCC as a **regulated qualification** in the UK.
- This is a significant development for the IBCC and will provide a platform for further recognition at university level.
- The qualification will appear under its full title, namely *IBO Level 3 Combined Certificate (career related)*
- The IB is working to gain further accreditation in other countries

Quality assurance

- **Quality assurance** of the academic standards of the IBCC and quality assurance of student learning is conducted by the **IB, the school, the career-related studies provider.**
- The IB provides quality assurance through **authorization process, monitoring** of the IBCC, **assessment** and **5 year evaluation.**



Collaborations

The IB is actively pursuing a policy of aligning with key career related qualification providers

These presently include

- **National Academy Foundation (USA):** hospitality and tourism, IT, finance, and engineering
- **Project Lead The Way (USA):** engineering and biomedical STEM courses
- **BTEC (Global):** hospitality, business, health and care, environment, media and public services
- **International School of Finance (UK):** financial services

In the future, the IB intends to collaborate with other quality career-related providers

What makes a successful school programme ?

- Careful **consideration and choice** regarding DP subjects
- **Resources/ 'how to'** sessions in lead up to Reflective Project
- Regular **contact** with the IB if advice is needed
- Good knowledge of the **guides** and IBCC **requirements**
- Regular **links between the IBCC and the career-related studies**
- Using aspects of school life to incorporate and **emphasize skills** learnt throughout the duration of the course
- Active role of **career/guidance counsellor/advisor**

Quality assurance at school



- commitment to **high academic expectations**
- constant and effective **monitoring** of student progress
- focus on student **achievement**
- learning structured around **career related studies** and **student interest**
- out-of-school learning **tied** to classroom learning
- **parental** involvement
- **good communication** with higher education, employer organisations, relevant institutions

Questions on the IBCC



- Given what you know about IBCC, what are the opportunities for IBCC to be introduced to your school?
- If you were considering implementing the IBCC, what would be the challenges and benefits for your school?
- What benefits are there for your students doing the IBCC?
- Which universities/institutions would favour IBCC as a pathway in higher education?
- Is there a vocational course that could be linked with the IBCC?
- What questions do you have about the IBCC?

IBCC contact email



ibid@ibo.org General enquiries

School services - region

References

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- Halliday, J. 2000. *Critical Thinking and the Academic Vocational Divide*. Curriculum Journal 11:2, 159-175. University of Strathclyde, UK.
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- OECD. 2010. *Learning for Jobs*. UK.