



International Baccalaureate®
Baccalauréat International
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IB AFRICA, EUROPE & MIDDLE EAST
REGIONAL CONFERENCE 2013



THE HAGUE 24TH - 27TH OCTOBER



Career-related
Certificate

IBCC : the 4th IB programme

Aims of the IBCC



- Broaden ‘**access**’ to an IB education
- Foster the development of **internationally-minded** young people
- Encourage **flexibility** and **mobility**
- Encourage **interdependency** of **learning styles**
- Prepare students for **21st century careers**
- Bridge the **academic/practical ‘divide’**
- Enable 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
- 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.
- 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**





Who benefits from the IBCC?

Three main groups:

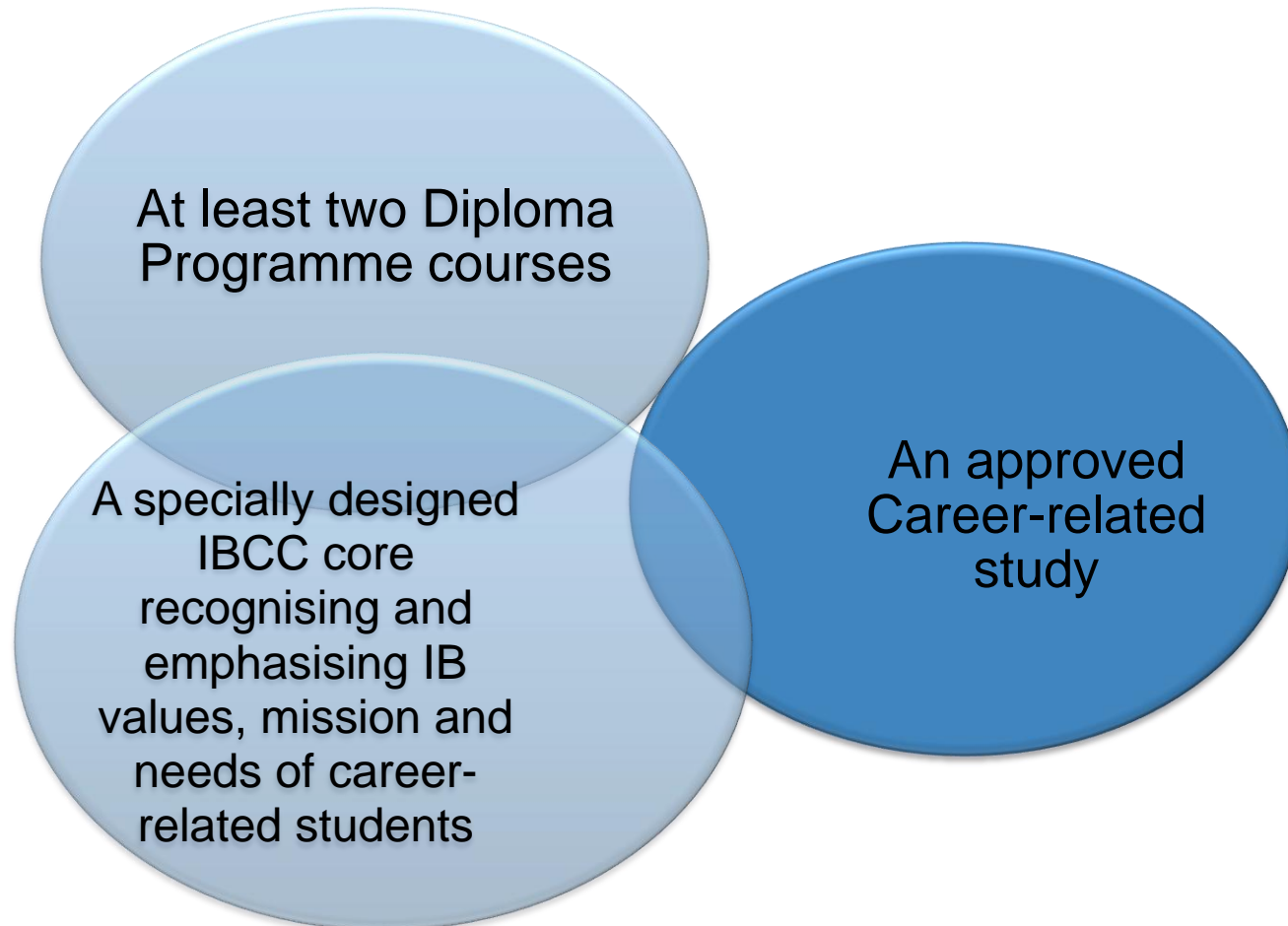
- Students in IB schools who wish to specialise in a particular career related education
- Students seeking an alternative pathway to further/higher education, apprenticeships or employment.
- Students who would prefer an alternative to a schools current curriculum.







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





A woman with short blonde hair, wearing a vibrant, multi-colored patterned top, is seated on a light-colored sofa. She is looking slightly to the right of the camera with a neutral expression. The background features a plain wall and vertical blinds. A white pillow is visible on the sofa to her left.

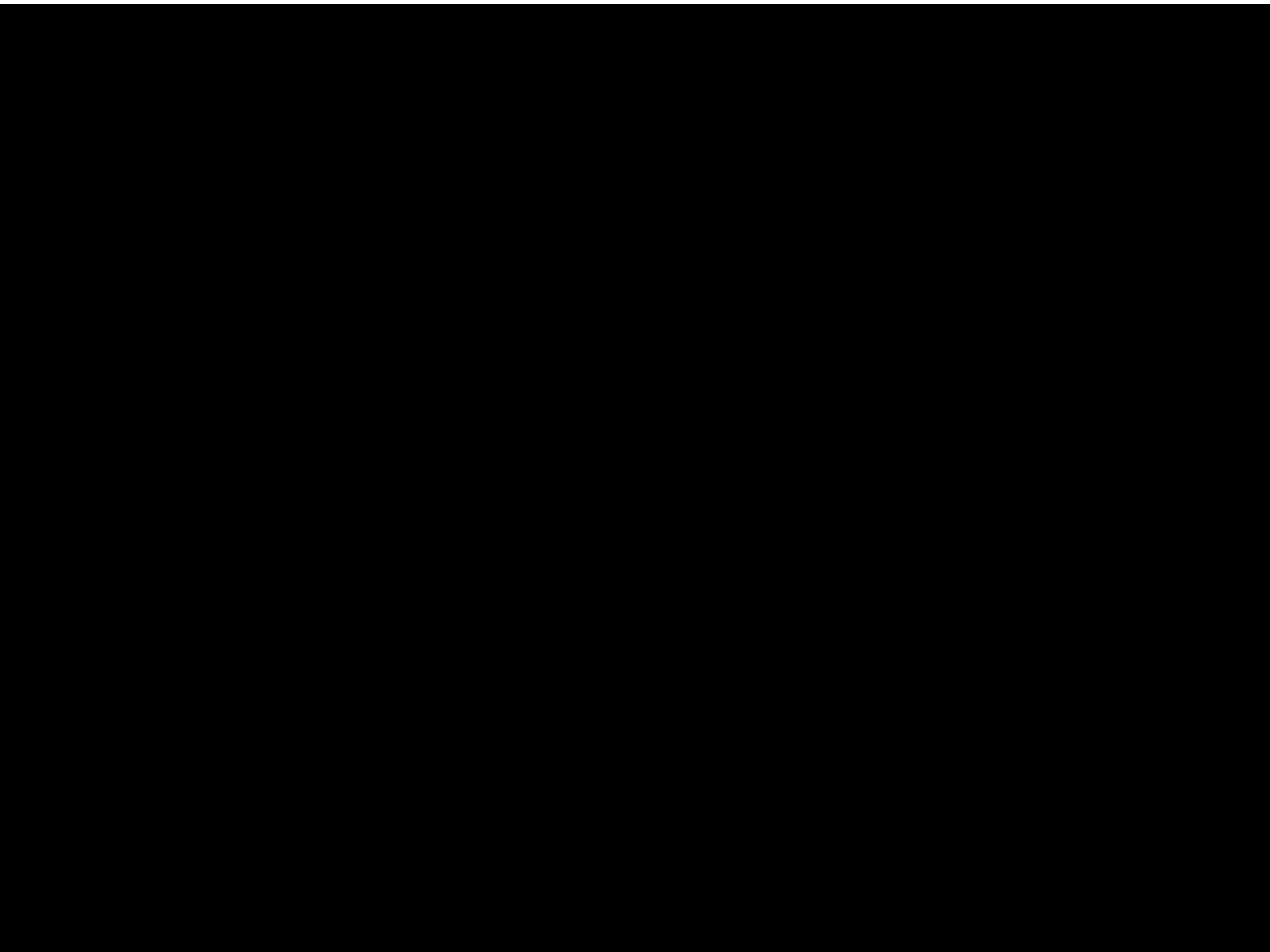
Paula Palmer (Minneapolis Public Schools, USA)

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**





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



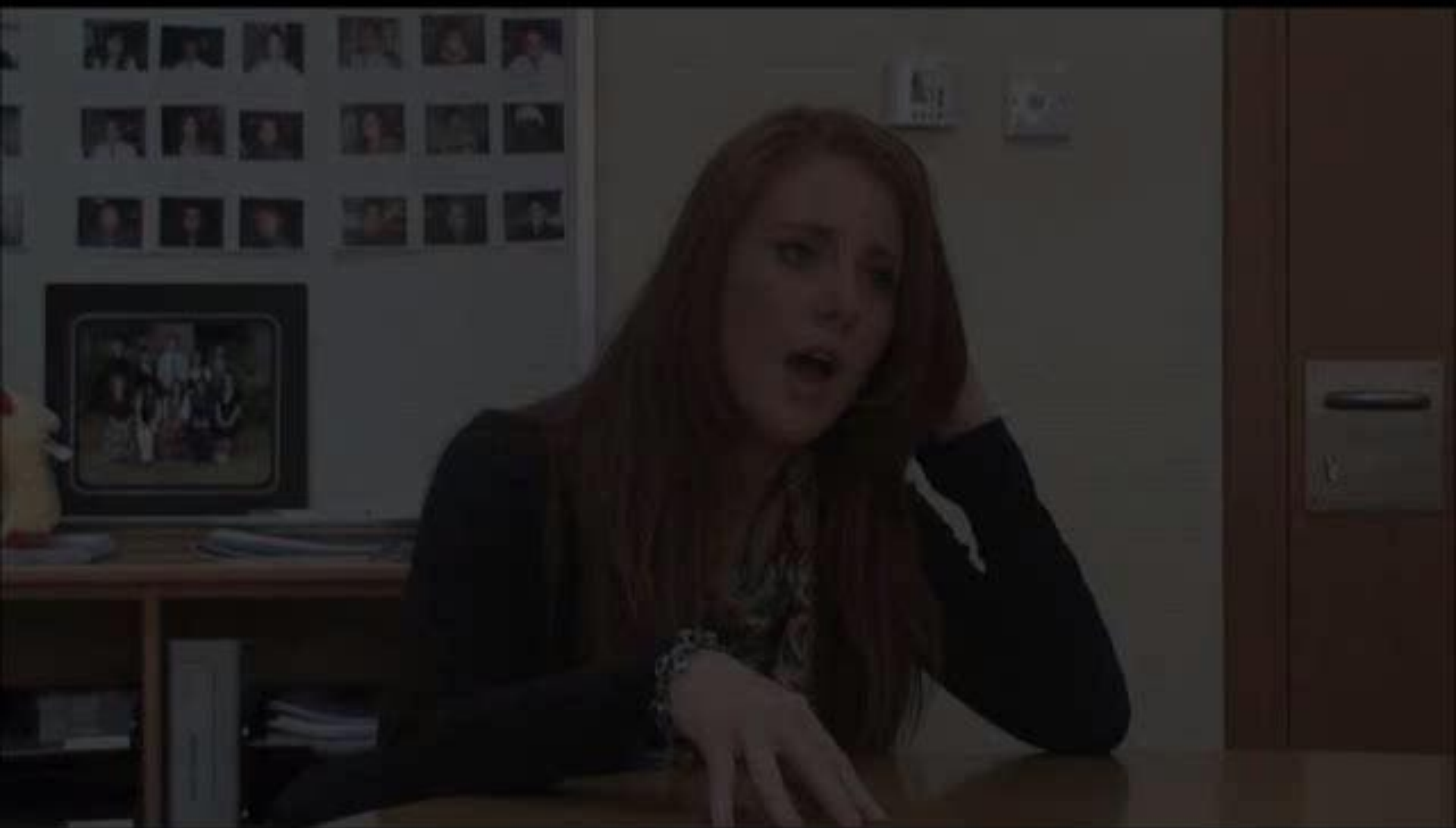


The Reflective Project

40 hours

- Encapsulates fundamental elements of the certificate
- 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:

1. Delivery of the IBCC

The career-related study is part of the student timetable during the two-year period of the IBCC.

2. Accreditation/recognition (one option or more)

The career-related study and assessment plan is accredited/recognized by a government body, an awarding body, an appropriate employer organization or professional body or a further/higher education institution.

3. Quality assurance

The career-related study is subject to a demonstrable form of external quality assurance.

Career related studies examples



- Accounting
- Architecture
- Automotive Technology
- Bio medical science
- Business
- Information Technology
- Computer Science
- Culinary Arts
- Drafting
- Early Childhood

- Engineering
- Finance
- Health Sciences
- Hospitality and Tourism
- Law
- Marketing
- Nursing Assistance
- Sustainable Engineering and Design





A student film on the IBCC

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 collaborations

- Pearson; for BTEC qualifications www.btec.co.uk
 - Multi sector in UK, Africa, Europe and Middle East and Asia pacific
- ifs School of Finance www.ifslearning.ac.uk
 - Financial services in the UK
- Project Lead The Way www.pltw.org
 - STEM (science, technology, engineering and math) in the USA
- National Academies Foundation www.naf.org
 - Finance, IT, Hospitality, Engineering and Health care in USA