



International[®]
Baccalaureate

**The International
Baccalaureate Career-related
Certificate (IBCC):
An Introduction**



IBCC VISION

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 vocational/career-related studies would broaden **access to an IB education**.



What is the IBCC?

- Currently a pilot project – mainstream 2012
- Involves collaboration between the IB and schools wishing to provide a ‘value added’ career-related/vocational option for students
- A unique course offering a variety of pathways for students
- A framework, not a prescribed curriculum lasting two years
- An IB academic qualification



It is not:

- ✗ a vocational qualification
- ✗ a certificate that assesses every aspect of the student's programme
- ✗ a second-rate vocational course
- ✗ a certificate that narrows options
- ✗ in competition with the Diploma Programme
- ✗ 'DP Lite'

It is:

- ✓ a certificate
- ✓ a unique IB qualification
- ✓ a certificate of IB assessed work only (DP subjects and reflective project)
- ✓ a challenging and rigorous academic course
- ✓ a certificate that broadens access and broadens options (employment and further education opportunities)
- ✓ an initiative that complements our existing programmes
- ✓ a different way of obtaining 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**

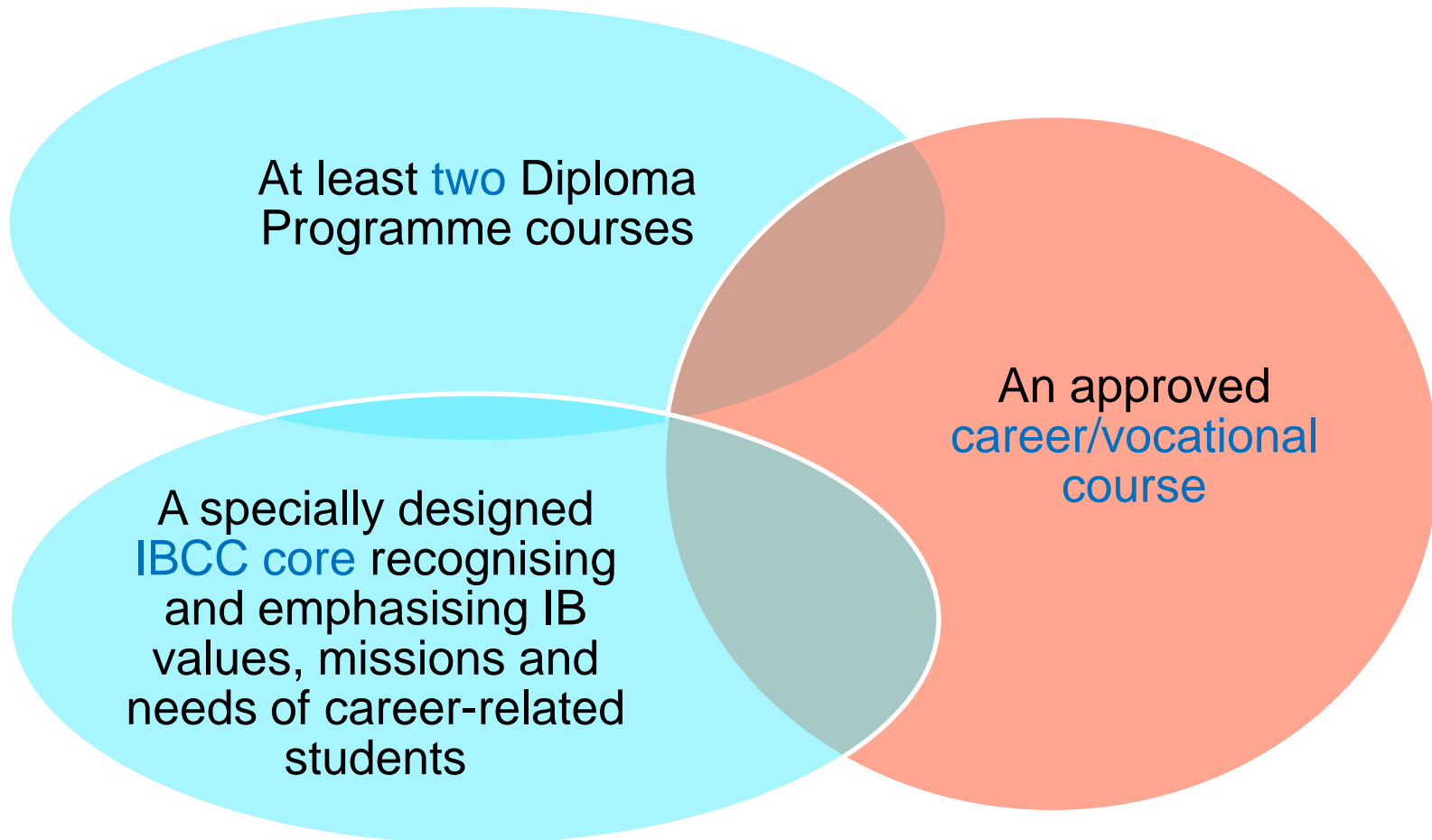


Who benefits from the IBCC?

- Three main groups-
 - Students in IB schools who **do not want to, or cannot do the Diploma** for any reason
 - Students in IB schools who wish to specialise in a particular **technical/vocational education**
 - Students doing career-related studies who would not at present have **access to an IB education**



The Framework



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/vocational course

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
- At the **heart** of the ATL model is the **learner**, who uses a range of skills to make sense of the world around us
- Includes the development of transferable skills with an emphasis on the nature of **thinking critically and ethically and communicating effectively**



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 **an ethical issue** arising from their vocational study



Assessment of the IBCC

- Externally assessed components
DP courses
- Internally assessed components
Approaches to learning
Community and service
Language development (portfolios may be requested by the IB)
Reflective project (moderated by the IB)



The career/vocational course is assessed by the career/vocational provider, not the IB

Sample programmes of study

DP Geography SL
DP Biology HL

IBCC core

BTEC (level 3) in Sport

DP Business SL
DP Economics SL

IBCC core

BTEC (level 3) in Business

DP Biology SL
DP Maths Studies

IBCC core

BTEC (level 3) in Health and Social
Care



IBCC and the career/vocational relationship

- The IBCC is a stand-alone qualification, however there is an **interdependency** with the vocational qualification
- The studies should be **concurrent**
- The IBCC core should be used to create **strong links** between the IBCC and the student's career/vocational studies



The career-related qualification 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
- demonstrably of a level appropriate to the chosen pathway of the student. (In the UK context, the career or vocational study must be an accredited level 3 qualification)

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

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**.

Quality assurance at school

Quality assurance should have the following features:

- commitment to **high academic expectations**
- constant and effective **monitoring** of student progress
- focus on student **achievement**
- **parental** involvement
- strong **leadership**

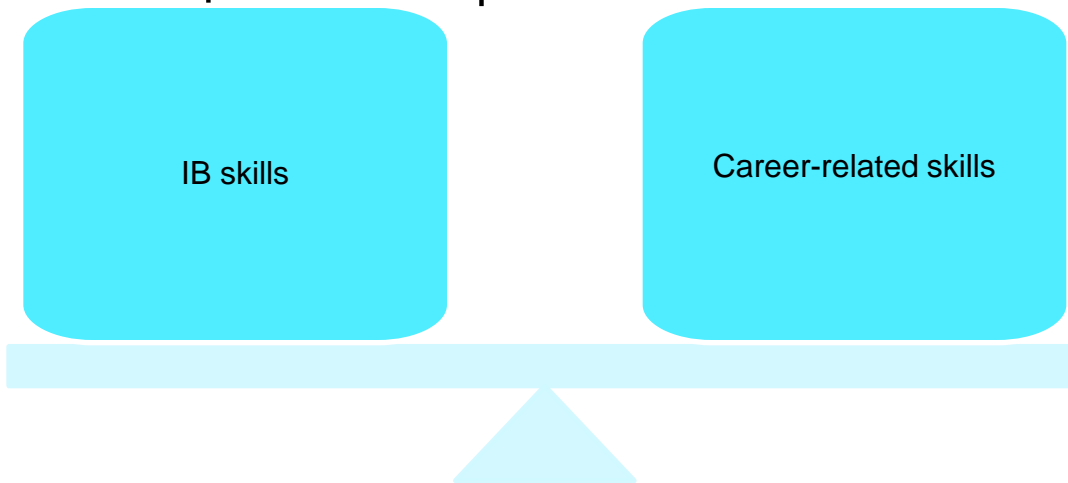
Quality assurance

- **cooperative** working environments
- learning structured around **career related studies** and **student interest**
- out-of-school learning **tied** to classroom learning
- career and higher education **counseling**
- **professional development** of teachers
- **partnerships** with higher education, employer organisations, relevant institutions

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



Why would a student choose to do the IBCC?

- The IBCC will provide students with :
 - a **school-based alternative pathway** to the **world of work or university studies**
 - an **international education**
 - a mix of **practical** and **academic** skills
 - a **well-rounded** educational experience
 - a **value added programme** of study for all abilities



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 in the region.
- 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

What makes a successful school programme ?

- **Regular contact** between the career/vocational staff and the IBCC staff
- Careful **consideration and choice** regarding DP subjects
- Careful **timetabling**
- Good **supervision** of students
- **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**

Cont.

- Good use of the ATL and C&S **lesson ideas** in the Core Guide, and consequently careful construction of ATL and C&S courses
- For the staff of C&S and ATL, good knowledge of the career/vocational aspect, so as to be able to make regular ties between the IBCC courses and the CTE courses – **context is crucial**
- Using other aspects of school life to incorporate and **emphasize skills** learnt throughout the duration of the course
- Active role of **career/guidance counsellor/advisor**

Future of IBCC

- Trialling authorisation processes
- IBCC will go mainstream in 2012 for existing DP schools only
- Controlled growth of the IBCC

Conclusion

- **Societal needs** considered in its creation
- **Pathways are enabled**
 - Responds to employer needs (eg basic skills and language), and university concerns (eg curriculum fit and academic strength)
- IB duty to **ensure needs are continually responded to**
- **Educates for successful citizenship** through careful blend of types of learning

IBCC contact email

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School services - region

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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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