

Selecting your CRS



Introductory note on terminology and context

“Different terminology in different parts of the world describe a career-related study, such as: technical education, applied learning, vocational education, vocational and technical education, and career and technical education (CTE), industry-specific education, pre-college/university education, career-specific education, professional education. There will also be other definitions in different local or national systems. The term adopted by the IB is career-related study.”

– *Definition of career-related study section, Career-related Programme From principles to practice (2015).*

As you read through this document please keep the following in mind:

Career-related study (CRS) Glossary

- **Provider:** The organization that has developed the CRS curriculum/qualification.
- **Pathway:** The career area; e.g. Hospitality, Engineering. More than one Provider may have Provision in the same career area.
- **Provision:** The specific curriculum/qualification developed by the Provider that will be taught. Namely, what the student will need to complete in order to successfully complete the CRS (i.e. coursework, internships, work placement, etc.) and whether or not this will lead to a certificate or credential.
- **Deliverer:** The organization delivering the teaching of the curriculum/qualification, which could be the school, the Provider or another educational institution

The provider(s) and pathway(s) you select will vary based on many factors to include your school's location and unique context.

The Career-related Study (CRS)

Part 1: the CRS criteria

As you develop your Career-related Programme, the career-related studies (CRS) are a key aspect to address in your planning process. It is important that the career-related study has a clear career focus. Career-related studies prepare students for further or higher education, an internship or apprenticeship, or a position in a designated field of interest.

In all cases, the school will liaise directly with a provider of career-related studies to set up their CRS. Career-related studies are not offered or awarded by the IB; however, each career-related study must satisfy IB criteria in relation to accreditation, assessment and quality assurance:

1. **The career-related study is part of the student timetable during the two-year period of the Career-related Programme.**
2. **Accreditation/recognition (one option or more)**
 - The career-related study and assessment plan is accredited/recognized by a government body.
 - The career-related study and assessment plan is accredited/recognized by an awarding body.
 - The career-related study and assessment plan is accredited/recognized by an appropriate employer organization or a professional body.
 - The career-related study and assessment plan is accepted/recognized by a further/higher education institution.

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

The first item in the criteria looks at student scheduling. Can the CRS be offered over the two final years of secondary education? It is acceptable for a CRS to span more than two years, but it must be offered and completed over the full two years of the CP. The IB does not define a volume of instructional hours for the CRS, this would depend on the particular CRS selected by the school. Schools should look to ensure balance between the DP courses, the CP core, and the CRS. Examples of a variety of CRS options may be found below.

The second item in the criteria looks at whether there is an appropriate CRS provider who recognizes or accredits the full career-related provision. (*Note: the CRS provider must fall into at least one of the qualifying categories noted in the second criteria). It is important to ensure the recognition or accreditation applies to the overall CRS provision rather than just one course or component within the CRS. The recognition or accreditation may be local, regional, national or international.

- **Government body:** This could be your state/provincial/national education authority. It may also include other departments of government that develop career training programs for students in their area of expertise.
- **Awarding body:** This category includes organizations that award certifications or qualifications in areas of study with a career focus.
- **Employer/Professional body:** This category includes associations of professionals, employers and companies, trade groups.
- **Further/Higher education:** This category includes schools of art, music and dance, community colleges, colleges and universities, career colleges and trade schools, institutes of further or continuing education.



Part 2: Selecting your CRS

There are 3 different approaches to fulfilling the requirements for the CRS:

1. **Your school already offers a career-related study provision/pathway:** Does your existing career provision meet IB requirements (above) for the CRS? If so, this is an option to consider. As you review the existing career-related study, consider the following:
 - Are the current career pathways and provisions offered at the school appealing to prospective CP students? Are the pathways relevant to your local/regional context and students' future needs and aspirations?
 - Can the school ensure collaborative planning time for the existing career-related studies teachers to meet with CP core and DP course teachers?
2. **Utilize existing providers of career-related studies and/or IB CRS Strategic Providers:**

Providers: these are established providers of career-related studies who serve your community. When a school opts to use a local provider, they must ensure the CRS to be offered meets all IB criteria. With this route, the school is responsible for locating the provider. Examples are included below.

IB CRS Strategic Providers: these are providers of established CRS who work in cooperation with the IB. These CRS have already been reviewed by the IB to ensure they meet criteria for the CRS provision.

 - If you think this might be a good option for your school, consult the IB CRS Strategic Provider page of the IB public website. Consider whether the providers and options listed are of interest and contextually relevant to your students as well as in line with the school's financial expectations.

3. Develop a new CRS: This process occurs in coordination with an appropriate government body, awarding body, employer organization/professional body or further/higher education institution. Aspects to consider include:

- *What pathways are we interested in offering?*
 - » Strengths of the community/region
 - » Student interest and need
 - » Staffing/expertise
 - » Prospective trends for future work
- *Who can I partner with?*
 - » **Further/higher education institution:** do you have/could you foster relationships with a college or university to develop a career-related pathway which taps into their expertise?
 - Example: our school is located nearby a university with a solid reputation for their engineering, environmental science, and music programs. The university is interested in cultivating relationships with nearby high schools as a way to connect to quality prospective students. They are open to developing and recognizing a career-related study in partnership with a local IB school.
 - Example: our school is known for our dance programme and has established connections with a competitive dance conservatory in the region. The conservatory has been exploring the development of a programme for high school/secondary school students and is open to developing a career-related study which aligns with IB requirements.
 - » **Employer organization/professional body:** what professional organizations exist in your local/regional community? Would they be open to partnering in the development of a two-year career-related study and providing the required recognition/accreditation and quality assurance?
 - Example: a regional energy provider is establishing an offshore wind farm in the area and would like to develop and recognize a wind turbine specialist certification, they see this as an opportunity to enhance capacity of the local workforce they will rely on. Experts from the company work with an educational consulting firm to develop a two-year career-related course of study for students in their final two years of secondary education. The energy provider assumes the role of recognizing the career-related study, they carry out periodic reviews of the curriculum and completion criteria for quality assurance they analyze student results continually to ensure their career-related study/certificate is meeting expectations.
 - Example: a school's theatre teacher is a member of an industry certified professional organization that is open to developing a career-related study alongside school faculty. Together, they develop a provision of arts related courses and curriculum that are benchmarked to industry standards and acceptance criteria at leading conservatories, schools and studios globally.
 - » **Awarding body:** what organizations award certifications in career-related fields for your region?
 - Example: a technology consortium headquartered near the school is interested in developing and offering a two-year certification on foundations of AI and Blockchain. They are interested in partnering with your school to pilot the development of this new career-related study.

- » **Government body:** is your local/regional educational authority open to establishing and recognizing a career-related study?
 - Example: your region is home to an aerospace industry. Your Department of Education, in coordination with the state/provincial government, is looking to strengthen and improve human infrastructure in this area and therefore are interested in establishing career-pathways around engineering and aerospace, amongst others. They are open to working with your school to develop a CRS provision.



Part 3: General suggestions

As you evaluate potential CRS options for your school, be sure to consider:

- Is the career-related studies provider a government body, awarding body, employer organization/professional body or further/higher education institution?
- Does the CRS cover the final two years of secondary studies? How will the CRS fit into the student schedule/timetable over the two years of the programme?
- How is the career-related studies quality assured?
 - » Consider quality assurance aspects for the provision, for example what is the process by which the provision is reviewed/revised/updated in response to innovations in the field?
- Student assessment: how does the CRS ensure a student has successfully completed the CRS provision?
- How can we ensure the career-related studies teachers have formally scheduled collaborative planning time with teachers of DP courses and the CP core to specifically address CP topics?
- How much time will it take us to get the CRS up-and-running, and how does this impact my IB authorization or evaluation timeline?



Further examples by category of provider

Government body:

- In the United States context, your state has an Office of Career and Technical Education that offer CTE programs for schools in the state.
- Your Ministry of Education has developed and recognizes a course of study and training around a specific professional field.
- A governmental department develops and recognizes a career-related provision in their field of expertise.

Awarding body:

- Qualifications from established providers such as Business and Technology Education Council (BTEC).
- A provider of a two-year language teaching course of study with certification recognized globally.
- Two-year certificate course on a computer programming specialty.

Employer/Professional body:

- An international association of medical/health professionals recognizes a health sciences pathway.
- A regional homebuilder develops and recognizes a course of study for building design and project management.
- An association of finance professionals offers an economics/finance pathway for students wishing to become certified financial planners and analysts.
- A tourism/hospitality management school has developed a two-year program of study which results in a hospitality certification.

Further/Higher education:

- Music award or qualification from a School of Music.
- A university faculty of education partners with a school to develop a child development/teaching pathway for students.

If you have any questions about a potential CRS pathway, please contact the development manager, authorization relationship manager or IBWS manager supporting your Career-related Programme.