



An Evaluation of the IB Career-related Programme Implementation in the County of Kent, UK

Main Report

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Foreword

This report details the research study *An Evaluation of IB Career-related Programme Implementation in the County of Kent, UK*, funded by the International Baccalaureate Organisation (IBO) with the aim to investigate the implementation and impact of the IB Career-related Programme (CP) in secondary schools in Kent, UK. Specifically, the research team investigated the, i) context and characteristics of CP implementation in the County; ii) academic pathways and outcomes of CP students in secondary schools in the County; and iii) stakeholder understandings and perceived impact of CP implementation on schools and local communities.

The research was carried out in three phases. In the first phase, we reviewed relevant IB documents to better understand the Kent Model, and analyzed pre-existing data on IB students' exam results, CP-certificate achievement, and demographic characteristics such as gender, age, home/preferred language and nationality from the IB Information System (IBIS). In the second phase, we conducted interviews with key stakeholders who had been involved in the setting up and implementation of CP in Kent in 2012 – 2016. Information from these key stakeholders also informed the next step where we prepared data collection among staff and students in IB schools.

In the third phase, the research team prepared and administered a survey to previous and current students and staff of the CP programme to investigate their experiences of the CP and to collect information of their current studies, work, and plans to better understand the impact of CP for students' lives and the experience of staff members. In addition, interviews were conducted with current and previous students, teachers, headteachers and co-ordinators.

This report outlines the Kent model, including its implementation and practice as experienced by both staff and students.

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Executive Summary

Context

This report outlines the research study by the Oxford University Centre for Educational Assessment (OUCEA) concerning the implementation of the IB Career Programme (CP) in the county of Kent, UK. Both qualitative data (interview) and quantitative data (student and staff survey, IB student assessments and school register data) were analysed to address a wide range of research questions regarding the implementation of the CP. The primary aim of the data analysis was to use student, school leaders, key stakeholders, teachers and IB coordinator responses to evaluate the experiences of the CP, including the successes and challenges of the implementation of the CP in Kent.

Scope and objectives

The data was analysed with four main goals: (1) assess the key successful implementation strategies behind the Kent project, (2) assess the challenges of the CP implementation in Kent, (3) identify the perceptions of the set-up and the outcomes of the CP, and (4) estimate how CP students performed on the IB exams and the reflective project and what proportion of students achieved the CP.

Methodological approach

Student, staff, and key stakeholder interview data were collected from CP schools in Kent. These data were complemented by staff and student-level survey data that covered a broad range of questions related to the implementation and experiences of the CP. In total, the qualitative and quantitative data comprised 302 participants (78 staff and 157 student survey respondents and 67 participants across interviews, including interviews with key stakeholders) from 31 schools collected in 2020 and 2021. In addition, school register data from 379 students from 18 CP schools in Kent were also used for the analysis.

Main findings

The key findings of the analyses were as follows:

- Overall, students and staff rated their experiences of participating in the CP as positive and beneficial for their own development.
- Participating in the CP provided students with a range of opportunities to enter diverse pathways including academic and vocational fields. Similarly, teachers benefitted from the professional development opportunities afforded by the CP.
- The findings highlight important distinctions between student views based on their year level. For example, skill development was a more beneficial aspect of the CP for Year 12 students compared to Year 13 students.
- There was support and buy-in for the CP implementation at the student and school level. However, there were opportunities to strengthen the implementation through buy-in at the parent and university level.

Recommendations

The findings suggested that the successful implementation of the CP in Kent was underpinned by a myriad of factors, including school and student requirements. Key considerations for successful implementation were collaboration between stakeholders, both within schools (teachers and coordinators) and between schools (headteachers, school leaders and key stakeholders). The findings

further emphasised that successful programme implementation relies upon the adoption of a shared whole school vision that is underpinned by a willingness to innovate. Finally, by making visible the attributes that were fostered within students as a result of their participation in the CP, schools were able to gain buy-in from stakeholders, which ensured the success of the implementation. Consequently, in sustaining the programme into future, it will be important to consider the interplay among these factors that affect the CP's success. Moreover, it is important to identify strategic ways in which the value of the CP may be advanced, particularly for external stakeholders (e.g., parents and university admissions teams). Finally, it would be beneficial to extend the evaluation of the programme success to include a focus on the influence of specific aspects of the CP implementation (e.g., resource provision) on specific outcomes (e.g., capacity to successfully deliver the CP).

Concluding statement

The CP programme with its focus on local knowledge, civic responsibility and personal growth, appears to have successfully inspired school leaders, teachers, IB coordinators and students in Kent. When investigating the success of the implementation, key stakeholders, with support from the Kent County Council and the local community, managed to build a network of support structures between schools and school leaders, from the early piloting phase through the pandemic until the present.

Overall, the findings of this report highlight the factors that have contributed to the observed success of the CP in the county of Kent. Importantly, the findings also reflect avenues to ensure that this success is sustained. Importantly, stakeholders have presented recommendations that seek to improve both the implementation and delivery of the CP in Kent to ensure its viability. These recommendations are uniquely positioned, as they provide context specific details based on the voices of those who engaged with the CP regularly, whether through policymaking, school leadership or delivery of the programme. Together, the findings suggest that the CP implementation within Kent was a welcomed opportunity to improve the life outcomes of students in an under-resourced area. Future research should seek to assess the longitudinal impact of the programme, as this will likely illuminate the most pertinent factors that contribute to achieving the intended outcomes by way of the philosophy and ethos of the CP.

1. Introduction

Across the world, access to higher education opportunities have expanded over the last ten years, and this has been reproduced within England (Marginson, 2016; Woodward, 2020). However, despite this expansion, educational inequalities continue to persist for members of various social groups, particularly among those from working class families (Sutton Trust, 2000). Indeed, England has a long history of educational inequalities where policymakers have debated how improved qualifications can improve students' life chances (DfE, 2015, 2016). Several policy documents have emerged from these debates, which have significantly impacted on the higher education landscape in England. Of note is the Robbins Report (Robbins, 1963) because it emphasised the need to address the persistent disadvantage among lower socio-economic groups in entering higher education. It further provided a catalyst for shifting the focus from equal opportunities to a widening of participation within post-secondary education (Matheson, 2008; Matheson & Woodward, 2015). Since then, governments in England have aimed to support initiatives that provide students with "... the skills for the expanding global knowledge economy" (Warden & Eden, 2009, p.162). Similarly, organisations such as the International Baccalaureate (IB), have adopted a similar ethos by which students are provided with enrolment in curricula that will better prepare them to participate in higher education and other post-secondary opportunities. One such curricula is the IB Career-related Programme (IBO, 2020). Of importance to the current study, and within the context of England, is IB's implementation of the Career-related Programme within the county of Kent.

According to the IB's website (<https://www.ibo.org/uk/students-parents/the-kent-ib-career-related-programme-initiative/>), the Kent IB Career-related Programme (CP) Initiative, a four-year pilot from 2012 – 2016, was a collaboration between the IB and Kent County Council to offer students from more deprived areas the opportunity to participate in a programme to prepare them for higher education. In addition, the CP initiative aimed to offer life opportunities and raise aspirations for the students. This project, with its focus upon students engaged in career related education, has had a 96% pass rate, with two thirds of the pilot's cohort progressing to higher education. Seventy-nine students participated from six different state schools across the county in the pilot, and of those, two thirds progressed to higher education to study a variety of courses such as Sport, Exercise Health Science, and Accountancy, Architecture and Business. Moreover, they were the first in their family to enter Higher Education. Following the pilot, 18 additional schools in Kent joined the initiative to offer CP, resulting in a total of 27 schools, which is 30% of the state schools in Kent, offering the IB CP. The current study aims to investigate what underpins these numbers and to understand the successful strategies when implementing the CP in Kent, as well as the lessons that can be learned for the future. Moreover, despite the advances made within this programme, it is also important to identify and address the challenges of the programme implementation.

Indeed, previous studies have demonstrated several challenges encountered by schools when implementing new programmes (e.g., in the field of assessment). Some of the challenges are linked to teacher's resistance to change both in teacher and student roles, where teachers are not sure of how to act when students are expected to be more involved in their own learning processes (Harlen, 2007; James et al., 2007). Other factors are linked to the lack of support from senior leaders in the organisation, or the lack of trust between different stakeholders within the organisation (Hopfenbeck et al., 2015, Tolo et al., 2019). Successful implementation of new programmes is often characterised by whole-school commitment, facilitating teacher networks and capacity building, where teachers perceive a balance between trust and accountability from the school leaders (Hopfenbeck et al. 2013).

Further, successful implementation of education programmes in schools have also been documented in countries where the goal of the implementation has been clearly spelled out and sufficient support has been put in place to educate teachers about the intentions and purposes of the reforms (Hopfenbeck & Stobart, 2015). Moreover, it is also important to consider the readiness of other stakeholders, including parents and students, as they may have higher levels of trust in pathways that lead to more familiar certifications such as the General Certificate of Secondary Education (GCSE) (Damschroder & Hagehorn, 2011; Fixen et al., 2005) than to a new program such as the IBCP.

1.1 The IB Career-related Programme

The IB CP is an alternate, three-part framework of education for post-16 aged students and is designed to foster university and career readiness during the final two years of high school. Students have the option of choosing a career-related study while also engaging in academic study through chosen multi-disciplinary subjects. The CP comprises an integrated, IB-developed mandatory core, which develops personal competencies and transferable skills, alongside chosen career-related study and academic, IB-developed diploma subject components. The combination of a mandatory core alongside chosen components provides staff and students the flexibility to tailor a post-16 pathway according to individual career-related needs and aspirations. Importantly, the programme is further aimed at fostering international-mindedness, personal and professional skills, and community service. The acquired academic knowledge, transferable skills, and applied experience within the community enable students to transition into employment, apprenticeships and both further and higher education. Above all, the CP integrates the principles and vision of the IB learner profile into pathways that focus on equipping students for the future of work.

1.2 Historical background and current project in Kent

The CP has origins in an IB project that began in Finland in 2004, the IB Career-related Certificate (IBCC) (IBO, 2015). The IBCC was piloted worldwide and was later introduced into interested IB Diploma Programme authorised schools in 2012 (IBO, 2015). In 2014, the IBCC was aligned with three other IB programmes to become the CP (IBO, 2015). From 2016, it became possible for schools to seek CP authorisation without being already authorised to deliver the IB Diploma Programme (IBO, 2015). Furthermore, all CP authorised schools gain IB World School status (IBO, 2015). Implementation of the CP in Kent occurred across three phases. In 2012 the CP was first implemented in Kent within a school delivering the IB Diploma Programme. This school became a hub for six of the schools that then became part of the first pilot phase of the CP in Kent. In 2016, the second phase of implementation began within 20 schools, which initiated what is known as the Kent Project. The third phase occurred 18 months later when a further 10 schools in Kent sought CP authorisation.

1.3 The importance of the Kent project

The county of Kent has four universities, Canterbury Christ Church University, with campuses throughout East Kent, University of Kent, with campuses in Canterbury and University of Greenwich, which is a London University, and The University for the Creative Arts (UCA) with three of five campuses in Kent. Historically, few students from Kent have applied to any of these or other universities, and those who did were mostly from 'grammar schools'.

In England, around a quarter of students were selected by the eleven plus exam for entry into grammar schools between 1940 and 1960. Based on the test results of this exam, students were allocated a place to a secondary modern school or a grammar school. In the 1970's, most of the grammar schools were closed or converted into comprehensive schools, except for a few counties who refused to give up their grammar schools: Kent Council decided as one of 15 local authorities in Britain to maintain their *selected* education, including the eleven plus examination. The selection model has been under critique, as exam results in England for decades have demonstrated that the worst performing schools as measured by GCSE math and English passes are in authorities with selective schooling. The two Kent authorities *Kent County Council* and *Medway* have 38 out of the 163 grammar schools in Britain. Inspection of league tables following published exam scores each year has documented a spread in the achievement, where some schools (mostly grammar schools) perform above the national average, while some of the struggling schools have been branded as 'failing' given that they performed way below the national average. In 2008, the British government established the *National Challenge* as a way of ensuring that, at a minimum, 30% of secondary school students in England attain at least 5 or more GCSE or equivalent passes at grades C and above, including English and Maths GCSE (Bolton, 2010). Schools that did not meet this floor target – known as National Challenge schools – were classified as 'failing'. In addition, these outcomes were encapsulated within a context which mandated that responsible education authorities should ensure that students have access to career guidance during the appropriate stage of their education (Education Act, 2011).

Against this background, Kent is of interest to the current research because it has the highest number of National Challenge schools in England (2012), meaning they do not meet the target of passes in English and Maths GCSE. More critically, official measures of relative deprivation in England (see Noble et al. 2008, for further explanation), *IMD2019*, found some of the most deprived areas in England were in Kent. The level of deprivation in nine out of twelve Kent local authority districts further increased from 2015 – 2019 (Kent.gov.uk, 2019). Preliminary discussions with stakeholders in Kent have magnified the context and affordances of secondary education in the county. For example, it is evident that the CP's implementation strategy in Kent has offered the students within the county with the opportunity to grow and advance their life outcomes (Head teacher at school in county of Kent, personal communication, 2019). However, to strengthen the evidence based for supporting and advancing the implementation of the CP in Kent, more evidence is needed. This study intends to fill this gap.

1.4 Summary and justification for research questions

For the current project, we have collected a combination of pre-existing and novel data in collaboration with IB. A brief quantitative breakdown of student and school demographic variables and grade outcomes is provided in chapter 6. The analysis outlines the school outcomes of students enrolled in the CP and post-school outcomes for a subset of students who recently completed the CP. The analysis provides contextual information about CP students and their performance inside and outside the classroom. We further investigate the results to better understand what has been challenging and what have been successful strategies when implementing the Kent model.

To this end, the current project investigates the implementation strategies through document analysis, interviews, surveys and achievement data from the IB. More specifically, the research team conducted interviews with key stakeholders, such as IB co-ordinators and IB leaders, to better understand the background and development of the Kent project. In addition, we conducted document analysis of relevant IB documents to inform the development of interview guides and surveys for students, teachers, IB co-ordinators, and head teachers with the aim to address the following research questions:

What are the key success implementation strategies behind the Kent project?

1. What is the context of secondary education in the county of Kent?
2. How do schools decide to implement the CP?
3. What outcomes do schools seek to achieve through implementing the CP?
4. What/who are the enablers of CP implementation?
5. What are the challenges of CP implementation?
6. What is the role of the local authority (i.e., Kent County Council) in the implementation of CP in these schools?
7. What are the student admission policies in the Career-related Programme at these schools?
8. What types of career-related studies (CRS) are offered at these schools?
9. What are average sizes of the graduating CP cohorts in these schools? How does this vary across schools and years?
10. What are the retention rates of the CP cohorts in these schools (i.e., what percentage of CP students continue from the first year into the second year of the programme)?

We also investigated how CP students performed on IB exams and the reflective project and the proportion of students who achieved the CP certificate. We further investigated how the programme was designed and organised through interviewing stakeholders about their perceptions of the final process and set up of the CP, the implementation process itself and the outcomes. This included investigating whether the implementation of the program has had any undesired outcomes, and which lessons could be learned from all stakeholders involved for further recommendations. The aim was to better understand the impact of the Kent project as perceived by students, teachers, school leaders, and key stakeholders in the community.

2. Analysis of CP documentation

2.1 Methodology

A qualitative analysis was performed on a collection of documents provided by the IB and stakeholders interviewed in the first phase to inform the research study on the Kent Project. The documents were selected through collaboration between the research team and the IB, downloaded from relevant webpages and received from stakeholders. The documents were reviewed and synthesized to inform the development of the research instruments, such as the interview and the survey.

Table 1. List of IB documents included in the document analysis

Publication	Document title	Pages
IBO (2019)	What is an IB education?	16
IBO (2014)	Programme Standards and Practices	45
IBO (2016)	Career-related Programme: From Principles into Practice	94
IBO (2016)	Overview of the Career-related Programme	28
IBO (2016)	Career-related Programme: Reflective Project Guide	65
IBO (2016)	Career-related Programme: Additional Guidance for the Reflective Project	3
IBO (2017-2018)	Career-related Programme: Reflective project grade descriptors	2
IBO (2016)	Career-related Programme: Language Development Guide	52
IBO (2016)	Career-related Programme: Service-Learning Guide	62
IBO (2016)	Career-related Programme: Personal and Professional skills Guide	72
IBO (2014)	IB Diploma Programme: Approaches to Teaching and Learning	49

2.2 Findings Key themes from the IB documents

Reviewing the documents provided, we identified the following themes which informed our interview and survey development; i) the model for the IB Career-related Programme, ii) descriptions of the IB philosophy, and iii) descriptions of the authorisation process. Next, we describe these areas in more detail based upon the IB documents.

2.2.1 Key model for the CP and the components to the CP

The CP core is comprised of Personal and Professional Skills (PPS), Service Learning, Language Development and the Reflective Project. PPS pinpoints and helps develop a set of identifiable skills required for students to successfully navigate education and employment opportunities and transition independently into society (e.g., good intellectual habits, practical problem-solving, responsibility and resilience). For Service-Learning students develop and apply acquired knowledge and personal and social skills towards meeting an identified community need (e.g., mentoring younger children within the school, running fundraising events, or directly supporting the vulnerable within the wider community). Through the language development component students can begin or extend the study of a language to support the development of communicative skills and awareness of the wider world through aligned teaching and learning on the cultures in which the language is spoken (examples include Japanese and Mandarin). Students also develop a portfolio which demonstrates how and the ways in which their skills in these languages have developed overtime. The Reflective Project is an in-depth piece of assessed work through which students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies. Examples of broad areas of focus include dilemmas relating to medical ethics, the gender wage gap, and current political and social

movements (such as Black Lives Matter). Figure 1. highlights the three components of the CP: the core, career-related studies and the DP courses.



Figure 1: Model of the IB Career-related Programme (IBO,2016).

The career-related studies are delivered and awarded by the school. Areas of career-related study are chosen by the school in response to local conditions and the needs of students. These areas include those aligned to Sport, Business and Finance, Psychology, Health, and Social Care, and the Performing Arts. Students learn and apply aligned theories and concepts alongside developing skills within the context of these areas. Career-related studies are geared toward preparing students for a range of post-16 pathways through broadening options available to a student or within a chosen field of interest of which Universities could be one option. The third component of the CP is the DP courses. Students are expected to complete at least two Diploma courses, which are offered at standard or higher level. Students may choose from available DP courses within the following subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, and the arts. The CP model can be seen as a blend of formal academic and vocational qualifications, something which was also recognized in the interviews we conducted with staff members.

2.2.2 The IB philosophy

As is central to all IB programmes, the CP is underpinned by the following four interrelated elements:

- 1. International-mindedness** that instills awareness of the world and a sense of global

interconnectivity with others. **2. The IB learner profile**, centered on the development and demonstration of defined attributes for IB learners (to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced and reflective). The IB Learner Profile underpins the delivery of the CP and provides the attributes that CP students should be able to demonstrate through completing the programme. **3. A broad, balanced, conceptual and connected curriculum**, which takes both the local and the global perspectives into consideration and finally **4. Approaches to teaching** that provide the environment for international-mindedness, the learner profile and a multi-faceted curriculum and approaches to learn that develop thinking, research, communication, social and self-management skills (IBO, 2019).

2.2.3 Becoming a CP-authorized school

Analysis of the documents revealed a clear focus on teacher development and training. Various documents referred to workshops, lectures, and online materials for teacher development. It was also outlined how schools as a whole needed to ensure that the leadership philosophy and practices were consistent with the IB's mission statement and IB learner profile. It was also acknowledged that the diverse range of schools that offer the Career-related Programme indicated that a non-standardized approach is needed. Documents further emphasised that schools would be able to offer the CP model in combination with other programmes. All schools offering the program would have to go through an authorization process, described in Guide to school authorization: Career-related Programme (2015).

3. Qualitative Analysis of Students’ and Teachers’ Experiences of CP

3.1 Methodology

This section outlines the main data collection in the Kent project, which was the semi-structured interviews with a total of 67 participants, of which 61 were recruited in ten of the 31 schools offering CP in Kent. The final six key stakeholders were recruited by IB and further snow-ball method, as we interviewed the first key stakeholders who had been part of the original set up of the CP in Kent. The purpose of the interviews was to explore in depth students and teachers understanding of the Kent project and how it had impacted students’ lives. We originally planned to conduct the interviews in person in Kent in 2020, but due to the COVID-19 pandemic, and two lockdowns with school closure, the interviews had to be collected online from July 2020 until January 2021.

3.1.1 Instrument development

Semi-structured interview protocols were developed based upon previous studies evaluating implementation of education reforms, (Hopfenbeck et al., 2015) and the protocols were further informed by the analysis of the IB CP documents. Drafts of the interview protocols were sent to one IB co-ordinator for feedback and review, after which questions were adjusted for clarity. Interviews were piloted by two researchers with two key-stakeholders, and further adjusted following the conversations with these two key-stakeholders. Instruments were tailored to the specific stakeholder, such as students, teachers, and IB co-ordinator (see appendices 1-6).

3.1.2 Participants

Participants were recruited, with assistance from the IB, by contacting secondary schools in Kent. Each school in Kent that offers the CP was invited to take part in the study. In total, ten schools agreed to participate in the interview study, with each providing access to staff, students, or both; see Table 2. The research team further contacted key management stakeholders who had been involved in the initial development of the CP at an organisational level, resulting in an additional six interviews.

Table 2. Overview of schools and participants in interviews

School number	Headteacher/ other school leader	Coordinator	Teachers	Current students	Graduate students	Total number of participants	Total number of interviews at schools
1	1	1	1	0	0	3	2
2	1	1	1	0	0	3	3
3	1	1	3	0	1	6	4
4	2	1	1	0	1	5	4
5	1	1	3	15	1	21	7
6	0	1	1	5	0	7	4
7	0	1	0	0	0	1	1
8	1	1	0	0	0	2	1
9	1	1	2	0	0	4	3
10	0	1	0	6	2	9	5
Total	8	10	12	26	5	61	34

In total, we interviewed 61 participants from ten schools as follows: 10 IB Coordinators, 8 head and school leaders, 26 current CP students, 5 graduate students and 12 teachers. Most interviews were group interviews with students, while most of the staff were interviewed either alone or in groups, resulting in a total of 34 interviews. In addition, we recruited six stakeholders for initial interviews.

These stakeholders had all been involved in different stages and roles in setting up the Kent project, and contributed key information to understanding the programme, including its vision and the CP implementation. These key stakeholders comprised a range of individuals, including representatives from the Kent local authorities, employers of the alumnae and admission officers from local institutions.

3.1.3 Procedures

Due to the pandemic, semi-structured interviews were conducted online using Microsoft Teams before being transcribed using the transcription software Trint. Transcripts were then checked for consistency and accuracy by the research team for anomalies, such as misinterpretation of certain words. Cross-referencing was made to the video audio and the words or sentences were corrected. Interviews were coded by one researcher after discussing the main themes with a second researcher, and the second researcher then coded four interviews for comparisons. The following themes were coded: 1) challenges in implementation processes, 2) success criteria in the implementation 3) what was particularly appreciated about CP, and 4) recommendations for future. In the next section, we present the findings from the interviews with key stakeholders, staff and students thematically, addressing the overall research questions on how the implementation of the CP in Kent was conducted and perceived by the participants.

3.2 Students' perspectives on the experiences and challenges within the CP

3.2.1 Participating in the CP: Perceived and actual benefits

Before participating in the CP, students perceived the nature and structure of the programme as being appealing and sufficient to prepare them for university.

So, when I was looking at my sixth form options, [the teacher] was talking to me about it and I was like, yeah, that seemed like it'd be really good because it would help me prepare for uni more because I had no idea what I wanted to do at uni (Graduate student 2).

Yeah, I did not know about IBCP until we had like an assembly on the first day that we came into school... Then [name of teacher] went through it all and stuff. And that told us that once you do it and things like that and it just made sense. And I wanted to go to university anyway, and it makes it a little bit easier (Year 12 student 8).

I looked into it, and I was quite interested [...] And at that time, I was very interested in possibly studying abroad at university. And so, I thought, give me a better fit in if I wanted to follow that route (Year 13 student 1).

Students also compared the CP with other qualification pathways such as the GCSE and perceived that the former would provide a more beneficial and enriching experience.

So obviously we had A-levels and BTEC, if that's what you mean. Yes, we had A-levels and BTEC and then obviously the IB. Luckily the courses I wanted to come under the IBCP. So, when I had the option to do that, I just thought, you know what, chuck it on there. I want an extra qualification. To be fair. Yeah, I really enjoyed it (Graduate student 3).

Yes, it just seemed more interesting than A-levels, to be honest. Seemed better. I don't know why, it just was (Year 12 student 1).

Well, originally, I looked at places [...] to do plain A-levels and then like, I just didn't like the content because it just seems too strict (Graduate student 1).

Students were further motivated to participate in the CP as a result of the variety of courses with which they could engage and skills that could be gained: "I just thought it would help with skills so that's why I chose it" (Year 12 student 2). More broadly, students were encouraged by the global and relevant nature of the programme.

So yeah, it was like after talking with my teachers about it, like I was really intrigued by the CP, it was like you can do this as well. You can go abroad with the IB. Some of the people in the year above me and the year above them, some of them went to different countries, worked there for a bit and came back and I thought that was pretty cool (Graduate student 1).

... I really like the way it kind of looked, because to me it just seemed more modern, straight out the fact how it is done in other countries (Year 13 student 2).

Students were also asked to articulate their views on the actual impact of participating in the CP. Several students appreciated the opportunity to explore a variety of areas, which helped them to gain a better understanding of their interests (Year 13 students). They were also asked to expound on the connection with their career choices. They emphasised that participating in the CP enabled them to engage in a variety of activities which provided a gateway to better understand their interests.

... before like I really didn't know what I wanted to do and then I volunteered, and I'm super interested, I learnt some sign language, I got to know some of the actual care plans put in place for some of the kids, and I was able to learn what would happen, for example, if someone had a seizure. And then I got to learn more about that into a lot more detail, which is super interesting (Graduate student 1).

Students further highlighted that the CP permitted the flexibility to explore their interests and endeavors, for example using the learner portfolio, as one student mentioned, which led to the fostering of their individuality and unlocking their full potential. In another instance, the reflective project provided opportunities for students to further explore their own interest, and this was evident in the diversity of their topics (Year 13 students and Graduate students).

Several students compared the CP with the A-levels or GSCE, noting that the latter provided a more rigid approach to career preparation, whereas the former is designed for students who might not have previously discovered their interests. However, in one group, a student explained that the CP is also beneficial for students who have an idea of their interests but might like the freedom to explore. Therefore, they viewed the CP as a gateway for discovering unknown career pathways, but also strengthening current interests. In addition, students emphasized the exploration that the CP contributed to their overall personal growth and maturity.

Current students reflected on the competitive career advantage of participating in the CP by comparing themselves with non-CP students. For example, several students' responses reflected a cost benefit analysis of their participation in the programme; they perceived that although they had to engage in additional study hours, they would be more attractive to future employers (Year 12 and 13 students).

In addition, one student had a key message for students who opted to not participate in the CP: *"It's like if you don't take it [CP], your kind of putting yourself at more of a disadvantage."* Another student used an example to quantify this point.

It's teaching the skills that younger people lack. So out of the 20 of us to do it, compared to the thousands that are in our school, our 20 having skills with those thousands don't. And then the essay writing, if you want to go to uni, that definitely helps. Plus, the extra UCAS points you get from it. I definitely recommend (Year 12 student 7).

Year 12 (Student 7) further noted that a primary contributor to the competitive advantage of participating in the CP was that it fostered an increase in their proficiency level: *"You get skills from that other people don't have."* Other students were also pleased with their ability to highlight these skills on their CV: *"It does look good on the CV if you can say you've completed the IBCP"* (Year 12, student 9). An important skill that several students emphasised, in relation to the CP's contribution to their career readiness, was communication (Year 12 and 13 students). Graduate student 3 noted that: *"Communication is definitely a massive one [benefit of participating in the CP]. So obviously being able to stand up in front of a lot of people, which actually came in handy ... because I had to obviously speak in front of a lot of people and then obviously the understanding of other cultures is a lot better."*

Beyond skill development for their career prospects, students stressed that CP components, such as the reflective project, enhanced their readiness for university matriculation. More specifically, engaging in this project provided a wealth of useful content for their personal statements: *"[...] that [CP] was [...] good for my reflective project because I was able to write about that in my personal statement."* Following entry into university, graduate students felt that they had an advantage in the university context, owing to their participation in the CP.

... there are things that I didn't realise that we'd been taught and then something at uni and people don't know how to do some things. And I was like, I was taught this in sixth form for the IB, oh like in the core programme. That's why they don't know it. And I do because they didn't learn about that stuff (Graduate student 4).

Students illustrated several university specific skills that they gained through participating in the CP. They reported that they were better able to articulate their perspectives in writing, more accurately acknowledge information sources and gain a better organisation of their time.

... like how to write reports, like the uni skills, like how to write essays, how to do a proper bibliography, because most people hadn't ever done like a proper bibliography, Harvard referencing and stuff like that (Graduate student 1).

I've recently done a big ... physics scientific report and I actually know what to do and how to write scientifically from the CP and the applied science. So that really helped me in terms of research skills (Graduate student 2).

The Career Programme, and the broader ethos of the IBO, seeks to foster international mindedness among students. In relation to this, students perceived the CP as contributing to widening their perspectives. Figure 2 provides a high-level visualisation of the elements that students reported as being important features of the CP that fostered international mindedness. Although students from different schools engaged in learning different languages (e.g., Japanese, Spanish, Chinese), they expressed a positive attitude to learning about both the people and cultures that underpinned these languages. Students expressed that the CP provided a unique opportunity to engage with the cultural background of people who speak another language; it also enabled them to view these cultures from a different perspective (Year 12 and 13 students).

"Then it will also expand your skills as a person, as I said before, because I think that's a huge one these days, where obviously things like mental health and people's self-confidence is at an all time low, really, especially of all this Covid going on. It's nice to actually work on those skills and start getting a bit of confidence back in yourself. "

Graduate student 4

"I would say personally, my confidence has improved because before doing the IBCP, it was not that I wasn't a confident person, but I wasn't confident in the work I was producing, or I would be maybe a little bit more shy to ask for help when I needed to be helped. Now after nearly finishing sixth form, I'm able to ask for help when I need it and be confident in the work I am producing and showing and also working by myself. "

Year 13 student 5

3.2.2 What did students enjoy about the CP?

Students were asked to express their views on aspects of the CP that they enjoyed. Some of the graduate students explained how they enjoyed the fact that the CP opened for more interesting studies, and provided a broader and more holistic approach than studying three A-levels before the University:

Just the fact that the course is a little more interesting. I feel like you got a wider range because you're doing IB rather than A level. Partly anyway. So, you get to do more interesting things. I did social and cultural anthropology which I've never even heard of. If it wasn't for the fact that I chose to go to IBCP and now it's something really, really interested. I'm even considering going and studying it for a bit. If it wasn't for the fact that nowhere really does that undergraduate. I just thought it would just be kind of better for me as a whole, kind of like it's not just about the grades for me, it's all about helping myself, like be just a better person. I think. I don't know. I feel like the education should be holistic. I feel like IBCP gives a chance for it to be like that rather than just focus on here's your three A-Levels, you get your high grades, and then you're at uni. Yeah, I just thought doing IBCP would prepare me more than just doing A-levels would (Graduate student 4).

Similarly, as the results found in the survey, the interviews revealed how students enjoyed the holistic approach, and the development of the whole person, which enabled them to be a better person. Interviews with current students also revealed they appreciated the broad approach, as some of them did not know what they wanted to study later. Year 12 and 13 students appreciated the structure of the programme as it provided a broader pathway, in comparison with A-levels. Students perceived this pathway as contributing to the development of a more rounded student experience, as it provided life-skills. They were also appreciative of the availability of a range of course options, including language, service learning and learning about ethics.

In retrospect, I really love the language development part of it. I really loved it because the lessons were just really fun (Graduate student 4).

[...] I really enjoyed writing that [reflective project], to be fair and looking at all the different articles to see what people are concerned about and the different views (Graduate student 3).

Students further explained that the increased levels of engagement were enjoyable owing to different approaches to teaching that included the element of surprise, fun and cognitive engagement with the learning session.

Yeah, well, it was very interesting to see just what we learnt on different days because, you think you knew something and then they would be like actually do you know this, and I didn't know that actually. My teacher would just shock me (Graduate student 1).

Well, like the things that we do in IBCP like especially like the language development, it's like we like we enjoy doing, enjoy going to the class instead of just having to go to a class just because, like, you have to do your GCSEs (Year 12 student 8).

3.2.3 Participating in the CP: Challenges

When asked to reflect on the challenges (broadly defined) of the CP, students reported that the workload was one of the most difficult aspects of the programme. For example, Year 12 and 13 students highlighted that the increased workload could be attributed to the requirement to complete internal assessments across multiple subject areas. Consequently, students often found it difficult to effectively manage their time.

It's quite overwhelming at times when you're there chatting to your friends. You get your timetable, and your friends are like, "well, I have half the week free". And then you're like I have two free periods this whole fortnight. Yeah, it's a little bit overwhelming (Graduate student, 4).

I would probably say the reflective project obviously trying to balance that with your studies was a little challenging. It was also quite challenging because our form teacher who was doing that with us, she basically made us get loads of sources. She wanted sources galore. I'd done sources before that, but not to a very good standard. So, I would say that was the most challenging part (Graduate student 3).

Students also stressed that the nature of the content with which they engaged was difficult. A key finding was the difficulty with essay planning as expressed by the Year 12 students.

I would probably say the most challenging [part] of the programme would be the essay writing, but it wouldn't be the essay itself, I think it would be more planning because you have to put a lot of thinking time into it (Year 12 student 6).

I would say the essay writing just because before you actually write the essay, there is so much more planning than anything else. I've never planned for an essay as much as I have done in this course (Year 12 student 8).

The CP is designed in a way that it offers students the opportunity to consistently engage in independent work. Students expressed that they found it quite difficult to manage their work and time, especially when positioned in an environment that requires independence: *"I think managing independent work. You don't really have that as much with GCSE"* (Year 12 student 4). Additionally, although students aspired to maintain schoolwork – life balance, it was difficult to achieve.

Because I know like that was one thing that I do regret not doing myself is having that balance, because to me, like, I'd wake up like seven, walk to school, be there at half seven and then from seven to like oh like three, I'd be at school working all day and then I'd get home, eat dinner and work more until about eight o'clock and then I go to bed (Graduate student 1).

...I was constantly doing stuff. There was no real downtime. I was working all day at school through lunch times and after school. I was staying at school until six, seven o'clock at night, every night, every day. Yeah, just the physical amount of work was challenging (Graduate student 2).

There were also reports of challenges in understanding assessment criteria. Students were uncertain about the ways in which their marks were allocated and required greater clarification in their access to clearer information about the structure of their rubric.

I know that when I was doing revision for and a lot of people were saying, like, I'm actually really worried by exams because it's different, like content. And you don't know what the mark scheme is going to ask of you, because with the IB there mark scheme is quite finicky. If you use one word wrong, you've lost the mark, like don't be mean to me (Graduate student 1).

One thing we did struggle with was this specific list of the criteria to hit, because a lot of like the books that we were using were very broad in what they were suggesting to do. Like I found, you know, BTEC specifically. And also, just in the coursework in the IB subjects as well, that we were being told to do a task that could be read three or four different ways, and only one of those ways was correct. So, it was challenging in that way in, either that could be improved in how actually like a question is asked more specifically. I know, although, like in uni, we don't get specific questions or stuff, even still, it's more specific than the IB was, in what they want us to do (Graduate student 2).

There was also a further difficulty in negotiating with university admissions regarding the IB course content. In particular, graduate students highlighted that, although they met the requirements for university matriculation, it was challenging to explain the comparability of courses they pursued within the CP to those required by the University.

I did have a tough time because a lot of universities wanted a [science] IB instead of [it] integrated into the BTEC, but my school didn't offer it because it they didn't have enough interest in it. So that was quite hard. But luckily for [current university], I told them exactly everything I did in terms of physics in my BTEC, and they were OK with it. I did get denied from [other universities] because of that, because of doing it in the IB (Graduate student 2).

Despite the challenges, students reported the availability of support structures to cope with their challenges. Students in Year 13 also distinguished between support at both the student and school level. They highlighted that these support structures were holistic in that they not only helped with academic challenges, but also emotional challenges that students might experience while participating in the CP. In fact, students felt that the shared experience of participating in the CP was advantageous since they could develop internal support networks. These networks would be useful for helping each other to better understand the material, as well as for maintaining emotional well-being (Year 13 students). Students further explained that the small size of the group made it easier for the development of these support structures, highlighting the refreshing nature of smaller class sizes

(Year 12 and 13 students). In addition to highlighting the advantages of having a small group size, students also emphasized that achievement within the CP, at least within their community, is a form of group achievement, given the close-knitted community that is created by the IB.

3.2.4 Recommendations for improving the CP

Students were asked to provide recommendations that they believe would enhance the CP experience. They reported that, given the challenge of the workload requirements, they would benefit from a more strategic delivery of the workload, which involves staggering elements of the programme across the years. More specifically, students, particularly those in Year 13, recommended that it would be useful to commence the reflective project earlier in the programme, which would provide them with additional time to complete the requirements. Students further explained that it would be useful to also engage with more internal assessments during their first year of the CP, which would enable them to allocate additional time to exam revisions (Year 13 students).

Using examples from their classes, Year 12 students from one of the groups reported on the content heavy approach to delivering the course content within a session, noting that within the space of one-hour, they are expected to engage with a lot of materials. In addition, students also perceived that the delivery of content could be improved if part of the CP Core was divided into multiple lessons in which teachers delivered presentations and another lesson that focused on the development of self-regulation (e.g., organisation and planning) and university skills.

In addition, students would benefit from an improvement in the clarity of the assessment criteria, particularly for the reflective report rubric (Year 13 students). Specifically, the expected quality of the report in relation to specific criteria was unclear. In other instances, as a student from one of the groups noted, access to criteria about the reflective report requirements was minimal; they would benefit from having greater access to such information. Students also agreed that a primary way of improving their understanding of the assessment criteria would be through enhancing the content and usability of the IB website.

[If] they kind of made some information available on the IB website. Maybe that could be good. Information about like, I mean, obviously, it's unorthodox, but this is just my thinking, if they had information about like how to do certain bits or some bits of information to do with the reflective project and that sort of thing ... [There] is so much information on the IB website about the Diploma, but there's not much information about the CP. Like I feel like because obviously most people do the diploma, they don't give the CP. So, there's kind of less need for it to be so prevalent, but it is a little bit hard, just looking like how do I do this bit or this bit? And all there is a PDF that's one page (Graduate student 4).

Students also emphasised that the end goal advanced by the CP could be viewed as unidimensional. Specifically, while they appreciated that the CP provided insight into options for further education within the university sector, they would have appreciated more engagement with information on non-academic pathways, including apprenticeship options. Consequently, they recommended that it would be optimal if elements of the course could be split according to destination (i.e., whether a student opted to attend university or directly enter the employment phase of their life). Students also expressed that more universities need to improve their understanding of the value and standard of the CP, a sentiment which was also shared by staff and key stakeholders.

I probably say may be more talks about the future. Obviously in PPS we did some talk about careers in relation, but not a lot. That was more tutor time, but then in tutor you'd want to do maybe coursework or something different and so maybe have more in relation to actually doing more about careers (Graduate student 1).

I think maybe looking around like some other post-18 options, maybe so obviously we did go to one university in [Kent], which was it was nice to look around and get an idea and a feel, but maybe look at some apprenticeships or something else. I don't know if that is in the course, but obviously we didn't get round to doing that [...] maybe add some more destination trips, field trips and maybe, go outside of the school so you can go somewhere else (Graduate student 3).

I think that universities need to learn about it [IBCP] more because even *name of the university* when I said I'm doing the IBCP is that okay? [...] they still went "what's the IBCP?". And so, I explained [it] to them and they were like, yeah, it seems alright (Graduate student 2).

3.2.5 Summary of findings

Students perceived that the CP provided them with a competitive advantage for the future compared with students who do not participate in this programme. They further indicated that the programme fostered a range of skills, including the opportunity to build their confidence. Students also enjoyed the opportunity to explore their options and preferences. Although students spoke favourably about the CP, the heavy workload was a challenge in effectively engaging with the CP. To this end, it was recommended that the workload should be strategically distributed across the course. In addition, the CP would benefit from having clearer communication of assessment criteria, especially in relation to the reflective project. Importantly, opportunities beyond the CP, including non-academic pathways, need to be given greater emphasis, as part of the outcomes of participating in the programme.

4. Qualitative Analysis of key stakeholders and school leaders' experiences of CP

4.1 Perspectives on successful implementation

In the following sections we outline analysis of data from interviews with key stakeholders and school leaders, to better understand how the Kent model was implemented. As with the student and staff survey, participants were asked to elaborate on what they perceived to be the most important perspectives for the success and what had been the most challenging.

4.1.1 Importance of newly established Kent Networks

The findings highlighted that the implementation of the Kent Project was enabled by strong partnership work between the Kent Local Authority, key stakeholders from the IB, and others with senior leadership roles within the partner schools involved in the early pilot. Each of the six key stakeholders recognised the importance of developing collaborative networks between schools involved in the Kent Project to promote a sharing of knowledge on the factors that aid successful implementation of the CP. A Kent Hub was developed that brought together a steering committee of key stakeholders and school leaders as a forum of support and guidance for other schools during the second and third phases of implementation of the programme in Kent.

[We] developed a principle of collaboration and that tended not to happen with other courses [...] It meant that the schools supported each other before we put in any formal arrangement to subject support [...] On a more formal basis, I think the steering committee [of the first Kent Hub] was very important because we had a group of teachers who are very committed and ready to support other schools (Key stakeholder 2).

Subsequently, two further hubs were set up in Kent that continued the collaboration between schools that the first Kent Hub initiated. It was acknowledged that the Kent hubs provided support to school that were newly implementing the programme and shared subject-level best practice upon delivery:

[We] meet on a set practical level, coordinators and heads of sixth form and senior leaders will meet with each other, [and with] other schools that are running the programme at different stages [...] about sort of practical things at subject level or [at a] coaching or support or mentoring level, you know (School leader 4).

This collaboration across schools was also shown to be helpful in fostering staff buy in to the CP: “they like the connection with other schools in Kent [...] there was great community and a community feeling of schools supporting each other” (School leader 1). One school leader also highlighted how networking with schools that had already implemented the CP helped them navigate the weighty ‘bureaucracy’ associated with authorisation and supported staff in interpreting the guidance material.

The strength of networking among education professionals involved in the Kent Project helped ease the challenge of required training costs associated with the CP. Nine of the fourteen stakeholders and school leaders interviewed acknowledged the set-up and training costs incurred when implementing the CP, this was considered particularly burdensome for state non-selective schools. In the pilot phase,

the Schools and Colleges Association paid for most of the training materials and funded a workshop for the service-learning aspect of the CP core. Additionally, it was acknowledged by key stakeholder 2 that the Kent hubs helpfully allowed for a degree of cost effectiveness in training costs associated with the CP.

A key thing was that we kept the cost down, because although the schools paid for the authorisation process, and they paid the fees that everybody would. And the other thing is the training, for the heads, for the coordinators, the deliverers of the core, there has to be training, which in the case of the IB is quite expensive. By bringing people together, we negotiated better arrangements and made it a lot more possible (Key stakeholder 2).

The hubs were essentially able to negotiate group-funding arrangements with the Local Authority for the CP initial training of staff to take place 'in-house' within Kent, which reduced the cost burden on the individual schools.

4.1.2 Leadership culture of the Kent schools

There was huge support from every level, you know, from every point of leadership, from school governance to parents. It was streamlined within our school context, including staff and including students. And it was a contagion because it was just so successful (Key stakeholder 6).

The findings highlighted the centrality of the culture of the schools involved in the Kent Project to facilitating successful implementation. Each school that implemented and subsequently delivered the programme had unequivocal buy-in from school leaders. The buy-in of school leaders provides the foundations to develop a shared vision and steers the school culture required to embed the programme from authorisation to delivery. A key stakeholder emphasised that school leaders are required to be outward looking and collaboratively minded to successfully implement the CP:

[There] is an element of risk. It's a less trodden, less known pathway. It's a double-edged sword that it can be more personalised, but it can also be more complex to implement as well. And it really asks schools to look beyond the things that they used to controlling the quality of teaching and learning, the funding pieces. It asks them to look out to their community [...] I get quite a bit of feedback about that. We find it really hard to do what the IB asks us to do, and that is be collaborative, because schools, ironically, are not necessarily designed to be collaborative spaces (Key stakeholder 6).

Furthermore, key stakeholder 6 indicated that school leaders need that forward vision and openness to innovation to implement the CP, as the programme is underpinned by an inherently different philosophy and approach to teaching and learning as compared to traditional post-16 routes:

IB is not just a set of exams, like you might do A-Level, or you might do BTec. You can do a lot and that's fine. But IB comes with an entire culture of learning. So, it isn't just about the young people that do the CP or in any other school do the DP. It's about the adoption of the learner profile. It's about the adoption of the mission statement, which is set by global outward looking view of the world (Key stakeholder 1).

To facilitate successful implementation school leadership is key to ensuring effective change management strategies are in place to mitigate against any risks that are associated with introducing a less tried and tested programme. Each of the six stakeholders identified leadership turnover as representing the main barrier to successfully implementing the CP and ensuring its sustainability going forward. Leadership turnover in respect to the Kent Project led to one school pulling back its commitment to the CP, as governors and school leaders were reluctant to buy-in to the programme due to perceived expense. It was also recognised that a change of leadership can impact upon staff that are already on board with the CP and may subsequently leave to teach at an IB school.

Five of the stakeholders also highlighted that central to the change management process, initiated through implementation of a new programme, is for school leaders to ensure that staff are fully on board and supported, especially if an IB programme has not previously been established at the school. A key stakeholder noted that getting staff buy-in is crucial for ensuring the right foundations for successful implementation, a factor that was previously “underestimated” around implementation of the CP:

It isn't just enough with the school leaders [buy-in] because when staff are anxious and don't fully understand and are faced with change, they fall back on what they know. We have it ourselves at my old school where DP [IB diploma programme] was very well established. You'd find individual staff still recommending students to do A-levels, [...] they weren't very comfortable and familiar with the DP. They might be new to the school. So, teachers don't like to be in a position with young people where they appear not to be the expert (Key stakeholder 1).

4.1.3 Clarifying what the CP offers students

All key stakeholders (n=6) and school leaders (n=5) recognised that the selective system in Kent posed a challenge in terms of introducing the CP or strengthening an existing state school sixth form to be able to sustain the CP beyond implementation.

If you're going to try and implement it successfully, you have to throw your all into the CP completely. It cannot be seen as an add on to your offer for students, who perhaps you are worried as a school might not be able to cope with the learning style of A-levels or the learning style of other programmes. [It] really needs a whole ethos of celebration and a real positivity about the fact that this programme is so transformational to students (School leader 5).

However, it was further acknowledged that the implementation of the CP allowed schools to build their status, retain or attract students and respond directly to the educational needs of post-16 students that do not transition to grammar schools. Key to this development is ensuring that the CP offer is clarified around implementation to provide the sixth form with that unique selling point to attract enrolment:

[One] of the real positives about the IBCP that it does give that more rigorous alternative for the non-selective schools to keep hold of their very best students and say, look, we can do amazing things with you [...] You need a bit of an edge. You need something, a unique selling point that is going to keep your students as well as maybe draw a few from other schools as well (School leader 2).

Key stakeholders and school leaders pinpointed that offering the CP alongside other more known post-16 programmes can pose a challenge in building necessary buy-in and momentum around the CP. A key stakeholder also acknowledged that the offer of CP alongside DP can operate well as they are each founded on the IB principles. Moreover, each programme complements students' needs for either a 100% academic subject programme or an academic-vocational programme mix found in the CP. Interviewees therefore endorsed the view that CP should be the sole offer for students or be offered alongside the DP. Several school leaders emphasised that in schools where the CP is introduced alongside established programmes it can be deprioritised. According to one school leader, introducing the CP as a sole offer, or jointly with the DP, helps to ensure that schools are not sending “mixed messages that one course is for this type of student or one course for another” and allowing schools to market their sixth form in tune with a clear philosophy and clarified sixth form offer for students (School leader 8). Another indicated that introducing the CP as a sole offer helps to alleviate “that tension of A-levels against the IB” (School leader 1), which can in turn limit understanding of the CP or increase anxiety around introducing something inherently different. Moreover, in clarifying the offer

at implementation, it is helpful to introduce a small number of diploma and career-related subjects on offer at a minimum and to choose based on existing subjects or staff strengths. From here, the subject offer can be broadened based on students' interests and desired pathways.

4.1.4 Alignment between school ethos on teaching and learning, IB philosophy and CP

Our whole school ethos of teaching and learning and our whole school curriculum ethos, is built around the principles that come from IB. So, for instance, we talk a lot about our curriculum and our teaching and learning being very challenging, being very broad, and also being internationally-minded as well. So, the CP fits into that really clearly (School leader 1).

School leaders (n=3) and key stakeholders (n=2) endorsed alignment between the school ethos on teaching and learning and the IB philosophy to help ease the implementation of the CP in schools. Key stakeholder 1 described implementation of the CP as a “trigger” for schools to appreciate what “being part of an IB community of learning can mean” and how this fosters a “natural progression” for pupils coming through the school into the sixth form and onto the CP. Key stakeholder 5 highlighted the special quality that IB world school status brings through the CP:

They've got another logo and its [an] important logo and it's an IB world school. And the teaching of the IB will filter lower down the school. You go into schools and the IB learner profile is all over the school. It's not just for the CP. The teachers are teaching aspects of the CP, but they're also teaching year seven. So, it's pervaded the whole school, not just the sixth form.

The school leaders underlined how beneficial it is when aspects of the CP ethos are embedded in the lower years of a school, as it provides a well-rounded education early on and continuity for students as they enter sixth form. For example, school leader 1 highlighted the example of how international mindedness is a guiding principle endorsed throughout the school years. School leader 7 emphasised that the IB learning profile attributes aligns well to the ethos of their school and reflect the culture of teaching and learning that lower year pupils are exposed to. In addition, school leader 3 explained that as a result of the success of the CP, the IB Middle Years' Programme (MYP) was introduced with the aim to develop IB learner profile traits in all pupils through changes in teaching and learning:

I do think there was [previously] a lot of focus on content-based teaching, and that has shifted now. And I would say that the IB learner profile has really supported us on that. The staff with learning questions against what used to be I suppose just learning objectives. So, the teaching and learning is about enquiry-based learning, it's about making the students think before they even started” (School leader 3).

4.1.5 Effective promotion strategies

[We'll] do a whole series of meetings with parents and students to sort of discuss the relative merits and achievement in different places. [...] That message is not out there about the IB I don't think enough. And there's much more that could be done there to get the message across about what the positives are of doing an IB course” (School leader 8).

Five school leaders highlighted their school's strategies for promotion of the new CP course to prospective students and their parents. Sixth form open evening events were highlighted as an

opportunity to showcase the CP and clarify what the CP offered prospective students. A school leader highlighted inviting CP graduates to open events to present on how the programme influenced their post-sixth form journey, as this helps provide relatable stories encouraging “parents and staff to take that leap of faith and go with it” (School leader 4). As most students enrolled on the CP, remained at their school, and transitioned directly into the sixth form from year 11, one school leader placed emphasis on the importance of developing awareness and understanding of the CP among the school’s lower years. For these schools, the promotion of the CP to lower year pupils includes endorsing the CP as a viable option when discussing sixth form opportunities and linking the CP into career guidance discussions.

One school leader highlighted that year 11 students tend to be the key decision makers when it comes to sixth form entry and courses. The leader therefore underlined the effectiveness of directly promoting the CP to year 11 students in an accessible way, through social media:

When you’re marketing for year 5, come into year 7, you’re trying to market to the parents, whereas for the year 11s, you’re marketing purely to the student. So, is a student aged 15, 16, going to look through a 40-page brochure? No, they're not. They're going to want to hear what is the school experience like. So we're using a lot more things like Instagram (School leader 6).

Key stakeholder 3 acknowledged that the current year 11 students ordinarily trust the guidance they receive from teachers on what pathway to take; however, with parents it is important to promote the course in such a way that they can identify the potential and tangible benefits for the child. Furthermore, promotion of the CP needs to be pitched well enough for the course to be considered on par with other courses in respect to post-sixth form destinations:

Everybody else within just the local town does A-levels. And that is the currency that people have heard in their primary schools, in their secondary schools. [It is] just really trying to re-establish to parents, actually, what is the offer? (School leader 6).

The growing evidence on CP graduate outcomes was acknowledged by two school leaders as an important promotion tool for schools when communicating with parents as it helps overcome any misconceptions on what can be achieved with the qualification. However, one of the school leaders stressed that breaking down misperceptions of the CP, particularly in respect to its relative worth compared to A-levels is a persistent challenge.

I'm generalising here, but you know parents have this idea that the A-level is the gold standard. It was interesting when we then had conversations with parents, and conversations with students, they're very aware of the fact that they want their students to have the wider kind of skills that they IB learner profile brings out. But they still perceive that the A-level is something that's going to give that to them (School leader 8).

The other school leader indicated that the CP requires a greater degree of awareness raising as to its merits beyond the realms of individual schools:

Even though we do lots of destination work [...] I think the challenge is that it's not spoken about in the media at all. If you went out into the local area and you said, tell me about the International Baccalaureate programme, I'd say you'd be lucky to get one out of ten people who could answer that question. [You] hear about the results of the A-levels. There's never anything on the International

Baccalaureate in the UK. There's never anything on the BBC News about it, for example. So that's a huge challenge (School leader 6).

4.1.6 Summary of findings

Key stakeholders and school leaders agreed that the implementation of the CP was enabled by the strategic collaborative networks within the county of Kent. These networks provided a platform for teachers to network with other CP schools, as well as engage in knowledge exchange opportunities. This was especially important, given the under-resourced nature of the Kent context. Moreover, that there was a culture of innovation within the CP schools enabled the implementation to garner support and buy-in from staff and students. However, it was emphasised that to advance the development of the programme, greater levels of clarification around what the CP offers to its participants is needed. To this end, stakeholders and school leaders explained that it would be strategic to achieve alignment between the school ethos on teaching and learning, the IB philosophy and the CP.

4.2 Teacher and IB co-ordinators perspectives on the impact of the CP

4.2.1 Accessibility of the CP

[We] are a community school. We have a real wide variety of students. Some very, very deprived, some very affluent. Some who are more than capable and have taken the Kent entrance tests but decided they don't want to go to a grammar and some who really struggle with their English and maths. It's such a wide variety that the notion was that IBCP allowed us to access all of those students (School leader 6).

Several staff members (n=12) highlighted that the CP has demonstrated that it has increased accessibility for a range of students from different socio-economic backgrounds. A school leader reinforced how the CP has raised the aspirations of their student cohort, particularly through offering a holistic programme that enables students to be more outward looking:

[The IBCP provides] opportunities to have a bit of flexibility to get students working in the community, to get them being reflective and looking at ethical issues, of being internationally minded. It fed into everything that we really believe in. And we're in a sort of deprived coastal area where a large number of our students have never at this point been away from their sort of hometown [...] It was a really powerful thing in terms of raising aspirations, in terms of believing and thinking I can do anything and the world is my oyster (School leader 4).

Others focussed on how the course has increased students' potential and led to positive outcomes despite the area profile of the schools. CP teacher 1 stressed that the CP is accessible from the viewpoint of students, despite the educational background of their families, and has led to a recognisable belief among the student cohort that they can achieve and pursue higher education. School leader 1 also emphasised that the CP has enabled students from lower socio-economic backgrounds to aspire to higher education and gain entry into universities:

We're talking about first generation kids going to university from families that had have two or three or four generations of worklessness. So it is actually really game changing. And to see the students grow and develop in school and then get into brilliant pathways (School leader 1).

In addition, school staff (n=17) identified that the CP appealed as the design of the programme suits their typical student cohorts in terms of attainment levels. CP teacher 2 highlighted that the CP is a more accessible programme and less “scary” option than the full IBDP for a range of students who may not just wish to go to university. It was also identified that CP students with a variety of attainment levels benefit from a mix of assessment types involved or a broader programme that does not solely focus on vocational or academic subject qualifications. Through the addition of the CP core the programme also provides personal skills development, which in turn enhances students’ vocational and academic abilities:

Our students are very much the ones who have a wide range of skills. They're the kind of students, if you meet them, they're very personable, but they need crafting in terms of getting them into the right processes and behaviours they need to be successful academically or to be successful in the workplace in terms of professional. It's the way the whole IB package fits together (School leader 8).

An CP coordinator identified the mixed attainment levels of sixth form students at the school, including those on the CP, with someone entering the programme with relatively lower literacy ability. The coordinator emphasised how, importantly, the CP diploma subjects are accessible for students with lower attainment levels as they promote “skill building” rather than “content memorisation” (CP coordinator 3). Additionally, CP coordinator 5 stressed that the programme provided their students with “two year of valuable time in education” leading to students that were not “classic level three learners” entering higher level apprenticeships that could have been unobtainable for them.

4.2.2 A holistic programme combining vocational and academic learning

The IBCP [is a] comprehensive way of looking at developing the student as a whole person. Their academics through the diploma programme elements, their career ambitions, and kind of the practical side of being a professional through the career-related study, and then through the core their sense of who they are [and] what makes them a good person; to be to be kind, to have integrity, to be open minded, to [be] analytical critical (CP coordinator 3).

The majority of staff members (n=22) highlighted how the CP allowed their schools to enhance their offer in providing potential students with a holistic programme offer involving vocational and academic learning and personal skills development. School leader 2 highlighted the “flexibility and the variety” of the CP as holding value for the student cohorts:

[The] flexibility and the variety offered by the vocational or applied learning aspects of the qualification that just gives that extra option set of options to the students and really broadens the curriculum for them [...] the general style of learning from the IB really adds to what the students have in terms of their skills of critical thinking and problem solving and communication that they perhaps wouldn't get if they were just doing their vocational applied courses. [We] think that the nature and style of learning of the IB does build resilience in the students (School leader 2).

It was also acknowledged that students can “focus in” on the subjects they are most interested in (CP teacher 7). School leader 4 stressed that introducing the CP to their student cohort made “perfect sense” as it is a “holistic learning package” that builds employability and academic skills beyond learning subject content. Moreover, the CP pathway can be tailored to the “needs of the students”:

[Although] we don't allow them to take just IB subjects or just BTECs or do piecemeal parts of the CP. The idea is you buy into the whole programme. What they do have is a very, very skilfully bespoke programme for their needs. So, they can choose any selection, combination of subjects. But equally, if they decide they do want to do all arts, they can do a BTEC art or photography with an IB visual arts and IB film studies, for example, and have a specifically arts package, if that's the direction they've already decided they are clear about. [...] They have got total flexibility (School leader 4).

Several staff members (n=12) also emphasised the enhanced student experience that arises from the CP, experiences that align to personal development. CP teacher 3 pinpointed the core element as being integral to providing a suite of opportunities for personal development:

I think one of the things that stands out with the core element of it is really the students that go through that programme, and the ones who choose that option and take that extra commitment of doing the service learning, the reflective project, the PPS and the language development. The students who do that programme usually come out of it are some of our more well-rounded and well-prepared students for life. [We're] really happy with the skill set we're able to instil in the students who choose to take on that extra commitment with the core.

CP coordinator 5 also recognised that CP allows for character building and reflected on the general impression CP students convey to others in the school:

[The] school has now got some excellent young people to aspire to being like. Whether they are heads of house. And so they're involved in running the school on a leadership level. Whether that's just about the fundraising that they do. Or just seeing them in their suits, looking really smart, looking like they're really important and they are having a good time.

CP teacher 10 focussed on how aspects of the CP help students to develop their own self-awareness regarding their own wellbeing and a greater appreciation of themselves in respect to others:

More and more students are displaying difficulty with mental health issues. [Subjects such as Psychology] gives them, if not a better understanding of their own situation, it offers them alternative perspectives to their situation [...] The [IBCP] core does encourage students to be a lot more *other* orientated [that's] a very valuable quality for us to strive to promote in young people. [What] we need is people who understand people and people who are caring and people who are inclusive. The A-level because that is the level is all about me, me, me, me. The IB expects you to be outward looking in order for you to achieve (CP teacher 10).

Other staff emphasised the holistic nature of the programme that allows students to apply their learning outside of the classroom and to think more broadly beyond their immediate school community. CP teacher 5 attributes the CP to encouraging students to “relate more to the real world” and can apply this acquired and expanded knowledge through their coursework. CP coordinator 7 recognised the students’ keenness for service learning and how this aspect of the core provides them with evidenced accounts for future interviews. CP coordinator 6 highlighted how CP students gain from emphasis on being part of a wider community within the CP core:

I was impressed by the maturity of my year 13s by the end of the course. [As] we went into lockdown, two of them went straight into full time work in retail and considered themselves to be key workers making a really important contribution to society. [That] reflected an ethos that they had developed as part of being an IB student, [they] felt very strongly that they were being of service to their community.

CP teacher 1, in comparing the CP to other traditional subject based sixth form courses, highlights how the IB learning profile that underpins the CP develops students “as a whole instead of just thinking about academic progress”. Moreover, the CP “exposes them to other things that are happening in the

world so that they care about that” and therefore emphasising that they are “part of a community but also a world itself” (CP teacher 1).

4.2.3 Preparation for a range of future pathways

[The CP] genuinely prepares young people for higher or further education or work or apprenticeship. And we've got students who take all those routes from it, easily and happily. And I really like that. I think many 16-year olds really cannot know where they are going to end up. The IB gives them a chance to develop those decisions rather than selecting a particular pathway at 16, which might not be where they want to be at 18. I think that suits our learners particularly well (IBCP coordinator 5).

The CP programme allowed students to access a variety of pathways in higher education, employment or work-based training via apprenticeships. The staff identified below celebrated the various outcomes of students and the value of the CP in promoting different pathways for its students.

School leader 1 argued that the cohort of students that have undertaken the CP at their school would not have achieved as highly if they took purely vocational course routes:

[The IBCP] leads to tremendous outcomes for students who wouldn't, you know, if our kids went and did A-levels, they would not perform as well and doing just the BTECs or the vocational courses on their own. They're successful, but they don't get that other element. They don't get the development of the person. And they also don't get the academic qualifications that allow them to get into it and get better offers at university (School leader 1).

CP coordinator 2 highlighted that the CP has value as a vehicle for providing students with adaptable skills for the future employment market:

[It's] getting them prepared for an employment market isn't going to be linear, which looks more like a matrix, which identifies or explains to them this idea of freelancing and moving sideways and collecting skills, not knowledge, and applying skills to different pathways. [And] I would hope it is preparing them for lifelong learning.

CP coordinator 3 emphasised that the CP does not promote higher education above apprenticeships:

I think what the IBCP is really clear about doing is not putting universities above apprenticeships. And I think traditionally, when Ofsted has come into schools, it has looked for universities. And then on top of that, how many students are going to Russell Group universities? And because the CP is really more about careers pathways. I think it's not fair of us to say, 'oh, you know, like our students have done so much better now because now 60 percent of them go to university instead of only 30 percent go to university'. So we've had more students going into higher level apprenticeships, but that's not the traditional metric for measuring success.

CP coordinator 4 emphasised that the flexibility of the CP means students are not wedded to a particular pathway but have more space to develop their future plans:

[It's] a perfect blend for me [they] can keep their options open and develop themselves academically as well as vocationally, which leaves their doors open. I think, you know, personally at 16, most students, unfortunately, are kind of ill-equipped to make that decision. And so I think it's about leaving doors open for themselves. At 16, they might not want to change university. By 17, they might be having a different conversation with themselves. [Every] single one of our kids left us last year, I felt was able to engage in a developed, well-thought-out and kind of mature discussion about why they were chosen to do, whatever they were going to do in the next year. They knew why they had made the choices that they had and they were able to articulate that.

One CP coordinator also identified that CP students tend to possess higher aspirations in respect to their pathways and the skillset to achieve:

So when we look at our IBCP students compared to the rest of the cohort, it is clear that those IBCP students are generally earning more UCAS points by the end of year 13 and that they are more aspirational in the types of universities that they're applying to. We put that down to the extra skills and attributes that they developed on the core programme. [You] you get a much more of a sense that you are actually preparing young people to go on and succeed with what they do next (CP co-ordinator 10).

Overall, the staff embraced the model as they perceived it as a model building upon the strengths staff already had as IB teachers. They further recognised the value of local collaboration, but also suggested further global and national networks would be welcomed.

4.2.4 CP impacted positively on teaching experiences and professional development of staff

Staff members (n=30) were asked to reflect on how the CP has impacted on their teaching experience and professional development. Most of the staff (n=21) emphasised that involvement in the CP provides teachers with more freedom to creatively develop their teaching and learning approaches and be more student-led. One of the school leaders specifically recognised the positive attitudes staff have towards teaching the CP and attributed it to be programme being less content-driven:

[The IBCP is] not prescriptive, and they have to do this set text. [They] can go with their own thoughts and their own beliefs and their own likes and interests. And they can really talk about it from a passionate point of view rather than this is my specification and I have to follow it. So, there's a real drive that they like that. There's a real sense of ownership of the CP (School leader 6).

Similar experiences were shared by another school leader who said the programme has a big impact on teachers:

...Teachers really love it. They love delivering it (...) lots of teacher that want to volunteer to do the reflective project or the approaches to learning. There's a real strong community feeling about the sixth form within our school (School leader 1).

CP coordinator 3 concurred and stressed that the CP “feels like real teaching and learning” as its about developing students’ “genuine understanding and connections”, which in turn has had a positive impact on the teaching experience. The coordinator highlighted that teachers enjoy elements of the CP core and this translates into their teaching, so that “the students have enjoyed it so much is because they feed off the energy of the teacher”. CP coordinator 4 reflected on how the approach to teaching and learning embodied in the course was a reminder that the role of the teacher is to develop the whole child and not to focus on grades. CP teacher 3 emphasised that teaching on the IB is “empowering” as it provides more freedom to engage in teaching that utilises the expertise of the individual teacher:

IB it sort of matches up well with my perception of effective teaching and course construction. The idea that we get into this big theory of knowledges. Meta questions on how we understand what we understand, that's always quite interesting to me. The idea that you need to sort of have this competent expertise in your subject matter, that you can pick the things that you need to pick. I think that's really empowering for teachers to have that authority, as opposed to being sort of micromanaged in terms

of everything you have to do. [The IB has] given me more confidence as a teacher. It's also forced me to do a lot more reading and understanding a lot of different ways.

CP teacher 5 stated the involvement in the CP has changed their approach to teaching and has been able to engage in a more student-led approach as a result:

[It's] certainly changed even the way I teach, because I also teach [a career-related subject] as well. It has changed the way I approach that subject. So, it's quite interesting that you can always widen the scope to what they want to know, and what they want to learn. I think you can certainly see there's more engagement through being allowed to choose what they're learning, as opposed to how much they learn of it, rather than you must know this kind of attitude.

Another CP teacher emphasised they felt liberated teaching on an IB programme as opposed to other sixth from programmes that places more restrictions on what is taught, which translates into the teaching and learning approach:

That freedom, I hope can be communicated to the students. So, they can actually understand that to be a critical, analytical, insightful thinker, you do need to think outside the box and you don't always have to just do what everybody else is doing. So, I think that's meant that I can be a bit more creative in my lessons. It's forced me to use my own initiative and think for myself when I'm looking for material to use and how to shape that material for the students [...] I think the IB has given me a different way of looking at education (CP teacher 10).

Staff (n=8) also identified that the CP has initiated strengthened collaboration between involved staff within the school. School leader 4 highlighted that the CP has provided opportunity for staff work together to map teaching and learning for the CP and share materials. The school leader describes this change as having a positive impact across the staff team:

"We never have a week where I don't get a member of staff coming down saying I've got an idea and I want to get a working party [and] I'm thinking we ought to do this. And that's been really a big part of that has been down to those sorts of mechanisms within the IBCP that encourage that collaboration and encourage that working together" (School leader 4).

Staff (n=14) identified that worthwhile professional networks have developed beyond their school setting as a result of involvement in the CP. Most of the interviewed school leaders (n=5) highlighted that the initial training was positively received and useful for enhancing professional development. One school leader stated that the training provided that initial opportunity to network with others who work in other school contexts and helps to "grow their ideas about what's possible" (school leader 8). One CP teacher highlighted that the international networks that were built following IB DP subject specific training, have proven beneficial:

I have actually used that contact to clarify certain things. I think in some ways that might be better than trying to sort of go to the chief subject officer or whatever they're called. So I think it's important and it does place the onus on staff as well to build up support networks both in the school, with local schools and, of course, beyond (CP teacher 3).

CP coordinator 5 highlighted the significance of being able to gain support from the IBO and "draw on the expertise of people and contacts that have got a lot of knowledge and who can help you out with something". In addition, CP coordinator 4 identified professional networking opportunities via the IBSCA virtual forum as they provide beneficial support in undertaking the role and for gaining useful information. CP coordinator 4 also remarked that being part of wider networks for training purposes and beyond had a significant impact as it represented a "life changing moment for me in the sense of suddenly the scale of what I was involved in got much, much bigger [and] my vision is so much

wider as a result of having work on the IB". CP coordinator 10 also noted the impact on staff once they completed training:

We were part of the second wave of schools in Kent and most of the workshops were happening face to face, and the more teachers that had their workshops, the more of them were coming back to school and speaking positively about their experiences and seeing the benefits and the potential for the IB diploma courses, and the mood started to change readily among the staff.

Staff (n=6) recognised that the connections between schools in Kent that arose from the implementation of the CP helps in respect to the delivery of the CP and in responding to any challenges in delivery. These staff highlighted that teacher from various school within each of the Kent Trusts collaborate around ongoing training, DP subject content and moderation of marking. Moreover, one coordinator alluded to the mutual problem solving that arose among networks across the Kent Trusts of various schools around local-level challenges that may arise in practice:

[The] reason I was getting contact with the education people at the King County Council, was because of contacts I've got within the IBCP network in Kent. So, you know, the heart of the challenge solved itself within the network of schools that are working together in Kent doing the IBCP that are trying to overcome the same challenges together. So there is that that kind of community that gives you a broader base of people that you can call on for help to overcome any challenges in delivering it (IBCP coordinator 10).

Other teachers (n=4) referred to extending networks beyond the school, locality and IB organisations to social media network to share learnings on IB subjects. CP teacher 7 endorsed social media as another useful networking tool for developing knowledge on the CP to enhance teaching:

It's great because there's a massive community out there on social media that people discuss ideas and come together. And so that's a way of us really developing our knowledge and seeing how other schools do. And it's great you can have this international approach to doing a curriculum.

Finally, a school leader highlighted that being identified as a world school and representing the school at international conferences gives the school staff a confidence boost.

4.2.5 Recommendations from staff to enable future implementation of the CP

The recommendations presented below were provided through interviews with involved staff (n=30) across the 10 Kent schools. The recommendations are structured according to suggested areas of consideration for further CP implementation and programme development each to enable future sustainability of the programme: school context, set-up guidance and training, networking, promotion, programme and subject guidance, and programme delivery and development.

Interviewed CP coordinators spoke of the importance to acknowledge that publicly funded schools may be disadvantaged in terms of training costs. It was recommended to consider access to resources according to the school type, as some schools may struggle with resourcing for IB courses and *to re-evaluate training costs*:

...if you're dealing with state schools in the UK, then the staff don't have the time to do the training and the keeping up-to-date with everything that independent schools do. And we don't have the resources. It's quite unusual in the UK, as you know CP is a relatively small course. In the UK, it's been taken almost exclusively by state schools, but internationally it's not. I think maybe

sometimes that's overlooked in terms of the resources that we can dedicate to it (CP coordinator 5).

The cost of training is extortionate. For schools like ours where we're in a deprived area and obviously, money isn't endless, I don't think the pricing reflects that sometimes schools can't afford that. They haven't got the money to do the training. And sometimes that's what our staff really need. And I know that in international settings where CP and DP are offered, money is fine, and they've got that because they're private schools, etc. But for us as a state school, it's something we really struggle with (CP teacher 1).

I think there is a bit of a separation there in the sense of what they think can be achieved in terms of Kent State schools. [...] Even in things like facilities. Our film students, for example, don't necessarily have all the equipment that some of these other students do. And I just think sometimes there's a bit of a disconnect in recognising that (CP coordinator 4).

Recommendations of re-evaluating the training costs was also based upon the fact that every department teaching IB must have at least one member of staff who's had training in the last five years. Interviewed staff explained that the way staff turnover was working in schools, it meant that they could end up with having no one in that department haven't had any training in the last four and a half years because the people move on so much. If IB could reduce the cost of courses and encourage more training, it would result in a better-informed teaching body.

A second recommendation was to *continue to develop networking capacity between schools*. Several of the staff members agreed more collaboration between the schools running the CP programme would be beneficial, and some also mentioned the costs of running the programme as a motivation for more collaboration:

I still think that there are more developments that could happen. We've got a few schools in the local area that run the IBCP and the IBDP and I still think that we could do more collaboratively. The costs of training are so expensive within the IB that collaborative thinking is really important. [We] got a lot of departments where there is just one teacher in the department for that course. So it's really important that they are networking with other schools that run that course as well (CP coordinator 1).

The call for collaboration also included *more collaboration between schools offering IB and CP*, as some of the staff suggested *more promotion of CP* was needed, and more specifically, recommended to promote the value of the CP and IBDP equally:

I think the IB should try to create more parity between the CP and the DP [...] My opinion of it at the moment is that CP is often seen as the poorer relative compared to the DP. I think a lot more could be offered from the IB for that. I think IB needs to get into schools more (IBCP teacher 10).

Interviewed staff further suggested the public did not understand enough of the CP and what it could offer, and it would be important to *emphasise how the CP aligns to the future employment market*:

[People] don't really have a thorough understanding about how the employment market is going to change and what the requirements of the future job market are. And so I think the promotion really needs to get a grip on that [...] IB is starting to look a bit stale, and I think its language and the way it presents itself will be intimidating to quite a few people. [It needs to] promote this programme in a very forward-thinking futuristic way (CP coordinator 2).

Staff members explained they did a lot of work with local universities for better understanding of the CP but acknowledged there needed to be more effort on promoting the CP to parents and local community, as well as to employers:

I think it would be helpful if the reach out to parents and employers was a bit more transparent. I think everybody understands the language and the currency of A-levels. But even in Kent where CP is very well established, it's pretty hard going to have to constantly explain it to reassure everybody that it's valuable [...] So, it would be nice if parents and the local community were more aware and also a little better informed about the routes that this course as enabled our young people to take (CP teacher 8).

Finally, the interviewed staff members were eager to have more endorsement for CP to government, as they perceived it important for the sustainability of the programme.

4.2.6 Summary of findings

Teachers and IB coordinators explained that the implementation of the CP prepared students for a diverse range of future pathways. In addition, they agreed that engagement in the CP contributed to the holistic development of students. For example, students were able to develop their character through their engagement in various leadership positions at the school level. The CP further enabled students to engage in more authentic learning experiences, including the application of their learning outside of the classroom. Such opportunities were thought to be essential in preparing students to enter their post-CP life. It was further emphasised that given the accessible nature of the CP, more students from lower socio-economic areas in Kent had the opportunity to gain the requisite skills for success in the future. Finally, teachers and IB coordinators highlighted that the CP also provided a range of benefits for staff members, including the opportunity to engage in professional development activities to advance teaching and learning experiences. Recommendations were primarily focused on ensuring that implementation considered the context-specific requirements of the county of Kent.

5. Key findings from the quantitative survey of staff and students

5.1 Methodology

This section outlines the quantitative survey administered to staff and students in Kent over the academic year 2020/2021. The main purpose of the survey was to collect more data than we possibly could do through the interviews, and further examine the research questions with a larger number of students and staff members.

5.1.1 Student and Staff Survey instruments

The staff and student surveys included a series of open- and closed-response questions like the interview guides. Although the Kent study primarily addresses the research questions through interview data, we collected further evidence by reaching out to all other CP schools in Kent through online surveys with similar questions for staff and students.

Instruments were designed by the research team specifically for this project and informed by the document analysis and the interview with key stakeholders the summer of 2020. Both the student and staff survey documented the participants' views on the strengths and weaknesses of the CP and how they viewed its quality and contribution to students' career development and overall education. The staff survey additionally has several questions designed to assess the implementation process and whether any barriers were encountered when setting up the program in schools.

5.1.2 Participants

Complete survey responses were received from 78 staff members from Kent schools (62.82% female). Fifty-four indicated that they were IB teachers, while the remainder IB co-ordinators or other staff types. One hundred and fifty-seven students (55.41% female) completed the survey ($M_{age} = 16.71$, $SD = 0.79$). 41.4% were in Year 12 and 36.31% were in Year 13. 65.61% had been a pupil at the same school before joining the sixth form.

5.1.3 Procedure

The research team administered the online survey to the ten schools who participated in the interview study and in addition 21 schools in Kent who offer the CP. Due to the pandemic, England went into lockdown and IB schools were closed in December 2020. The research team agreed with the IB research contact to keep the online survey open until March 2021, to allow more participants to respond. Follow up emails were sent to schools and the IB research contact sent supporting letters encouraging stakeholders to participate. We are mindful that participation might have suffered following the increased amount of workload for teachers following the pandemic.

5.2 Student responses

5.2.1 Student reported views of CP

Students, on average, rated their happiness with the CP core 3.7/5 ($SD = 1.13$). The DP courses component was rated on average 4/5 ($SD = 0.94$), while the career related study component was rated

4.2/5 on average ($SD = 0.95$). In addition, students rated the extent to which they agreed that the CP offered them opportunities in various domains. Responses across the items indicated general agreement that the CP presented various opportunities, with the opportunity to develop academic skills rated the highest of the five items (see Table 3 for descriptive statistics). Finally, students rated the overall quality of the CP as 4.1/5 on average ($SD = 0.79$), which corresponded with the anchor “good”.

Table 3. Means and standard deviations of students’ ratings of happiness levels and opportunities based on their participation in the CP (5-point scale)

Item	Mean	SD
Happy - CP Core	3.7	1.13
Happy - DP Courses component	4.0	0.94
Happy - Career Related Study	4.2	0.95
Opportunity - Academic Skills	4.3	0.87
Opportunity - Work Skills	4.1	0.94
Opportunity - Personal Skills	4.0	1.08
Opportunity - Post-school	4.0	0.92
Opportunity - Desired Post-school	3.9	0.93
Overall Quality	4.1	0.79

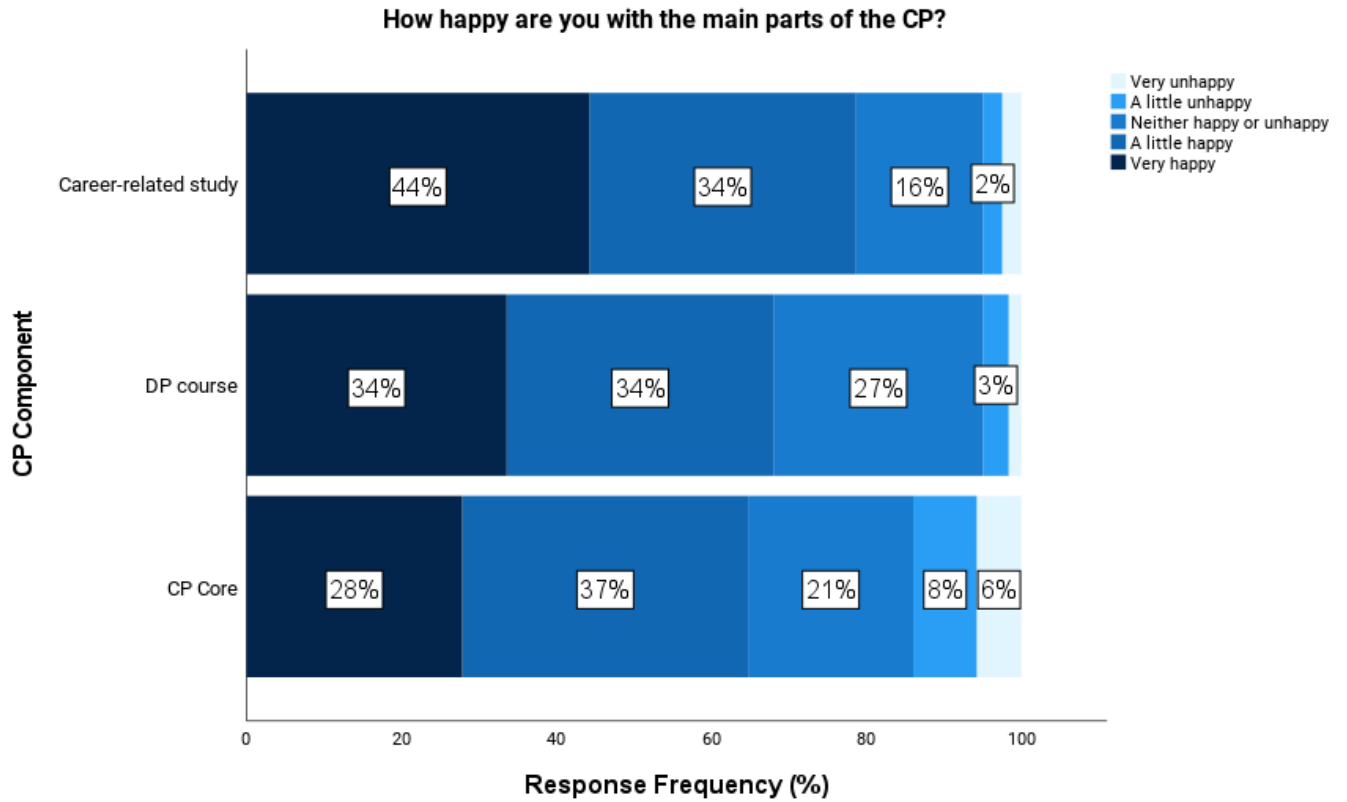


Figure 3. Student happiness rating of the three components of the CP

Figure 3 illustrates ratings for student happiness, in relation to the three components of the CP. The results showed that students were happiest with the career-related component of the CP, with 78% of students reporting that they were a little happy or very happy (combined) with this component. 68% of students were a little happy or very happy (combined) with the DP course components, and 65% of students were a little happy or very happy (combined) with the CP core.

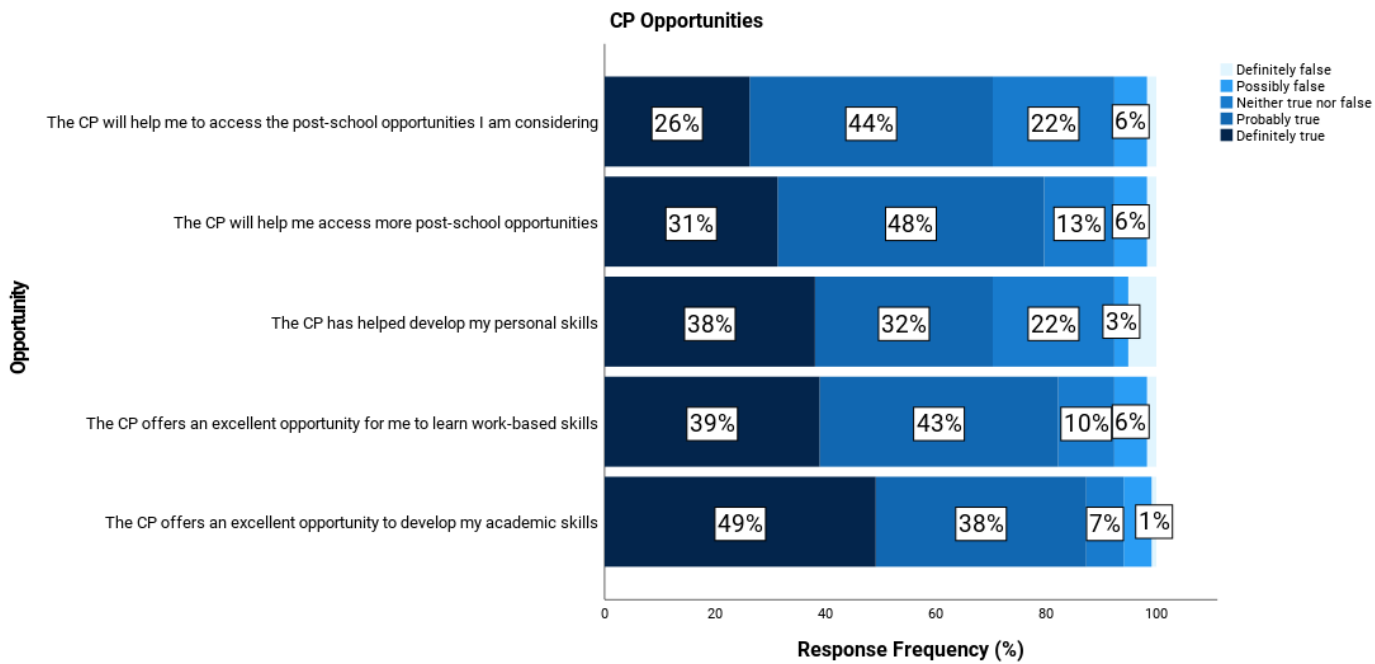


Figure 4. Student ratings of the opportunities of participating the CP

Figure 4 provides students' ratings of opportunities they considered could be gained from their CP participation. 87% of students agreed that it is probably true or definitely true (combined) that the CP offers an excellent opportunity to develop their academic skills. This is closely followed by 83% of students who agreed that it is probably or definitely true (combined) that the CP offers the opportunity to learn work-based skills. 70% of students agreed that it is probably true or definitely true that the CP has helped them to develop their personal skills and will enable them to access post-school opportunities. 83% of students rated the overall quality of the CP as excellent or good, as illustrated in Figure 5.



Figure 5. Students' views about the overall quality of the CP

Findings from the open-ended survey questions provided support for five themes that can be classified into three major categories: CP level considerations, student level considerations, and external level considerations. Course structure (Theme 1), expectations and requirements (Theme 2), and workload (Theme 3) emerged as CP-level considerations. Soft-skills (Theme 4) emerged as a student-level consideration, and the impact of COVID-19 (Theme 5) emerged as an external-level consideration.

5.2.2 CP-level considerations

5.2.2.1 Course structure, expectations and requirements

Student responses across various codes reflected their perception of the course structure, expectations and requirements, identified as the characteristics of the CP and the ability to meet the standards advanced by the CP. On the one hand, students associated enjoyable experiences about the structure of the CP, including their course offering and opportunities for service learning. Several students also explained that they appreciated the opportunity to personalise their learning.

I don't have to do any lessons I do not enjoy, which makes me more engaged with the education & I am able to study my chosen subjects at a higher level (Year 12 student 56).

I like the focus on less subjects. It means that though my knowledge cross subjects isn't overly broad, that my knowledge in the areas of education I care for is very strong (Year 13 student 57).

They also enjoyed the opportunity to develop a range of skills that would foster their own individual growth (personal) as well as readiness for their professional lives. For example, a Year 12 student noted that "I mostly enjoy the opportunity to learn new skills and cultures, which helps in expanding my knowledge of the wider world and how to adapt to it, because I am considering taking a job which may involve travelling, in the future" (Year 12 student 49). Notably, as illustrated in Figure 6, Year 12 students reported more instances of skill development as one of the most enjoyable components of the CP, compared with Year 13 students. However, although students found value in developing skills, they reported that the CP could be improved by teaching more life skills that would be valuable to them after the CP, with more students from Year 12 recommending that the CP should focus on more post-18 life opportunities (see Figure 6). In addition, students reported that there are opportunities to improve the value of the CP, as most universities underrate or do not recognise the value of the course.

I believe that the class Personal and Professional, should be more life skill based. Currently I do learn a few life skills however, they are skills that may not help me as much as others on mind. For example: how to buy a house, how do use credit cards or debit cards, best ways to get a job (Year 12 student 22).

I find it challenging to get into good universities as the CP sort of caps you; even if you get the best grades in your DP subjects, a lot of universities don't acknowledge it (Year 13 student 50).

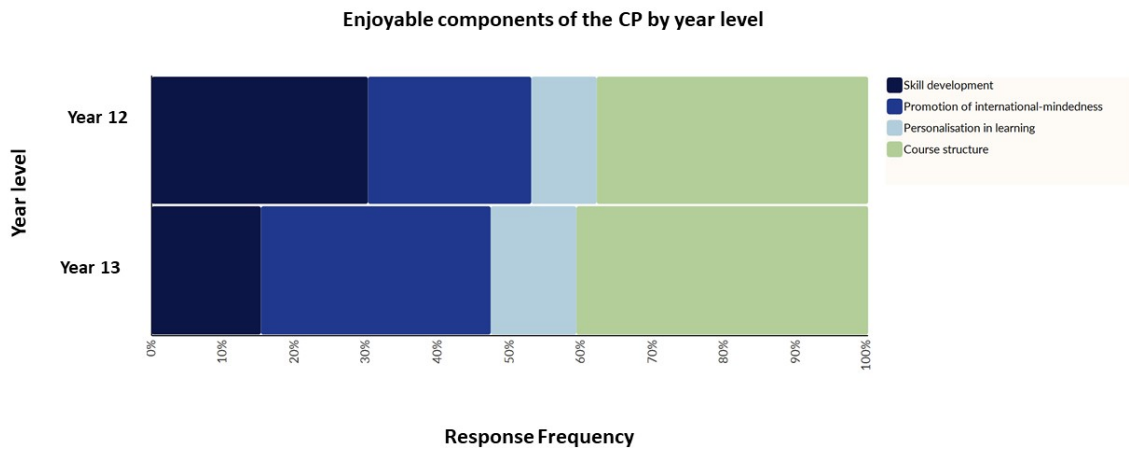


Figure 6. Enjoyable elements of the CP by student year level

Students further expressed positive emotions about learning a new language primarily because it offered an opportunity to become more informed about different cultures across the world and it contributed to a sense of international mindedness. In addition, several students mentioned that learning a new language was “relaxing”, “interesting” and “fun”. Although students enjoyed engaging in the language course, this was also a challenge for them: “Although I found it the most enjoyable part, I believe the learning of the language was the most challenging aspect” (Year 13 student 40). Another student explained that it was challenging because of the novelty of the language course: “... It [the language course] is challenging because it is a brand-new area most of us aren't familiar with and there is a lot of work to understand it all and complete the course” (Year 12 student 31). Students further noted that in the language course it was difficult to “apply the learning” and “even though it was [an] international course [they] couldn't really interconnect with people around the world” (Year 13 student 26). To this end, one of the recommendations that students had for improving the CP was to offer more authentic learning experiences, including “more practical activities” (Year 13 student 7), and another student noted that the CP experience could be increased by “[making] language lessons more interactive and fun” (Year 13 student 5).

Similarly, although students enjoyed the CP's course structure, they concurrently directed negative comments towards the course requirements and expectations, particularly of the “IBCP Core” (Year 13 student 38) or “dealing with the CORE aspect where there is little to no motivation to get work done” (Year 12 student 54). Students further highlighted challenges around assessments, particularly around essay writing, with several students situating essay writing difficulties within the context of the reflective project. Students explained that “it was difficult to keep to word limits whilst including all valid information” (Year 13 student 35) or “the essay is challenging as we have to analyse many different arguments to our ethical questions” (Year 12 student 10). To this end, students, particularly Year 13 students, as represented in Figure 7, recommended that part of reducing the negative experiences in the course would be to advance a clearer communication of the course expectations and requirements, including “providing more guidance on exams and the CP core” (Year 13 student

38), “what will be covered in the courses” and “more communication of deadlines” (Year 13 student 2). Further to this, Year 12 students wanted greater support for post-18 options.

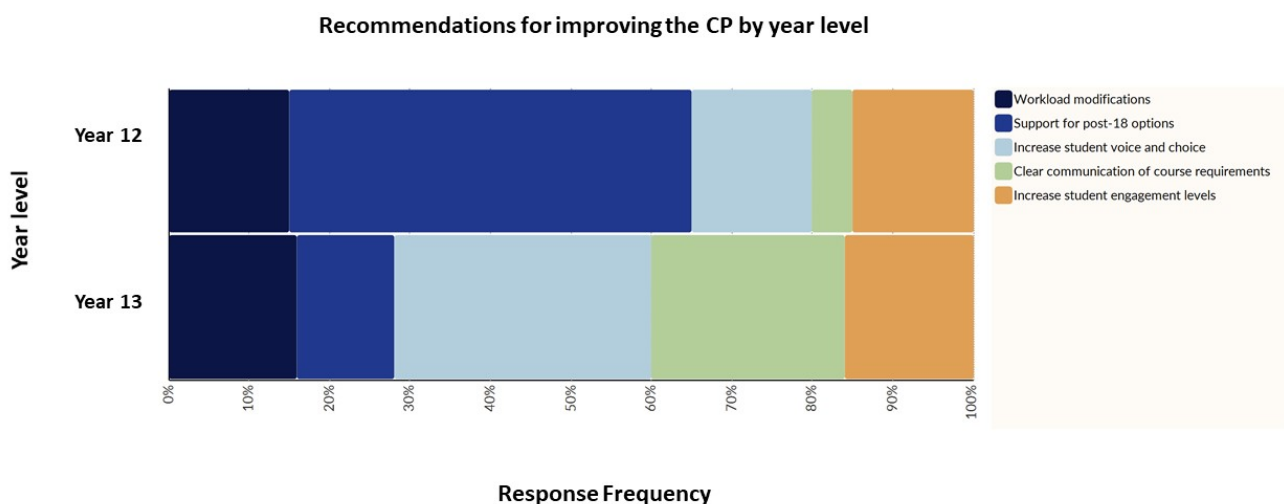


Figure 7. Recommendations for improving the CP by student year level

5.2.2.2 Workload

Workload was understood as students’ reflections upon the amount of content within the CP. Several students identified that the workload was one of the most challenging aspects of the CP as well as a factor that hindered their progress during the course.

The workload is the most challenging ... as well as revising and understanding my chosen subjects, I have to complete various other pieces of work that determine whether I pass the CP or not, such as the reflective project and service learning. I find the fact that whether we pass the CP determines if we can get a grade for our subjects very odd as I would argue that although it is important to be a well-rounded student, it shouldn't potentially cost us our subjects that we may want to take to university with us (Year 13 student 36).

The amount of work, I feel like I get so much work a day and it's hard to keep up on while trying to get a break (Year 12 student 47).

In response to the question about how to improve the CP, several students emphasised addressing the high workload because it hinders their progress within the CP or affected their enjoyment of the course. For example, students suggested modifying the workload in specific areas of the CP, particularly for the service hours.

For the core, I would reduce how much there needs to be to pass as going to each of those core lessons, you're already putting your time and effort into becoming a well-rounded student. For example, for service learning, the coursework should be reduced as those 50 hours of voluntary work already shows that you

have contributed to the community and so this gives the student more time to focus on their chosen subjects (Year 13 student 36).

Don't give so much work, actually talk us through what we should be doing (Year 12 student 47).

Other Year 13 students highlighted a modification in the outcomes of engaging with the CP beyond its base requirements, as well as modifying the outcomes of engaging with high workload areas of the CP. For example, a student suggested reducing the number of hours, but introducing incentives for students who opt to complete more than the requirement: "I think the volunteer hours need to be lowered but you should get extra credit if you do more" (Year 13 student 18). Similarly, another student recommended that the reflective project should be assigned greater weighting to their overall grade: "The reflective project should be worth more points" (Year 13 student 23).

5.2.3 Student-level considerations – opportunity to develop soft skills

The insight of student-level factors, defined as characteristics unique to students, comprised several domains, specifically the interplay of cognitive and emotional soft-skills. In response to the question about what they enjoyed about the CP, several students highlighted the flexibility and independence of the CP: "The way I'm treated. The reason I say this is because, when I was a normal student at the school I was treated as a child, but now in sixth form I'm giving more freedom and treated as an adult" (Year 12 student 22). However, they noted that it was often difficult to efficiently manage their time to complete the CP's requirement: "With so much freedom and coursework, it's hard to keep up with deadlines" (Year 12 student 34). As a result of the difficulty of achieving these deadlines, students were stressed: "It's too much to deal with and it leads to stress and anxiety" (Year 12 student 24).

Although students experienced some level of personalisation in the CP and, in addition to having access to a wider range of subject choices, students also expressed that part of improving the CP would be having a greater level of voice and choice in pursuing subjects that matched their ability level and preferences. More specifically, as Figure 7 illustrates, Year 13 students were more vocal about this recommendation. However, Year 12 students shared similar sentiments. For example, students reported that this would comprise having higher levels of differentiated instruction which would include having greater freedom to select the types of courses with which to engage.

With some of the additional subjects that we are given, I believe it should be a matter of choice of what we do as, people within my school find no purpose in what we do as they believe they don't gain anything from what they are taught. Personally, I can concur, with this as learning another culture is good but if had a choice in what country culture we learn, I believe it will be more exciting (Year 12 student 22).

Students further reported a factor influencing the extent to which they were able to enjoy or make progress in the CP was related to delivering public presentations. This was primarily as a result of being placed in an uncomfortable position: "For me the most challenging thing about the CP is coming out of my comfort zone and doing things like presentations and debates" (Year 12 student 51). Other students expressed that a key challenge was a difficulty in expressing their views or their needs.

I have to be more confident in myself because, in order to be a part of the wider world and contribute to it, I have to be open and not be too nervous or shy in expressing myself and my opinions (Year 12 student 49).

Being a slow learner and being unable to grasp the content of some stuff in my IBCP courses and being ashamed to ask for help during a class (Year 12 student 38).

5.2.4 External-level consideration – Impact of COVID-19

Several students expressed that the CP experience was adversely affected by the requirement to engage in remote learning because of the COVID-19 pandemic. When asked about the most challenging aspect of the CP, a Year 12 student reported that: “Service learning [was challenging] during COVID, as it’s hard to get out and find some where” (Year 12 student 46), and a Year 13 student highlighted that “trying to work from home is quite difficult, especially things for the core” (Year 13 student 47). Similarly, in response to the question regarding factors that affected students' level of enjoyment or progress in the CP, several students highlighted that the pandemic has adversely affected well-being and has highlighted possible gaps in access to equipment for learning, which in turn affects them both physiologically and psychologically.

We haven’t been able to learn as much as we can, as the pandemic has caused a lot of issues, and one major impact on students is mental wellbeing ... Many people have family problems and difficult situations to deal with at home and going to school might be an escape or a “way out” to deal with this [...] Also internet access is another major point, I personally have awful internet and it causes me to miss and catch-up in a lot of schoolwork, which leaves me feeling very stressed, and overwhelmed (Year 12 student 63).

5.2.5 Summary of student survey findings

Overall, students highlighted that participating in the CP provided a range of opportunities, with the highest rating ascribed to the development of their academic skills. Moreover, they were generally happy with the three components (DP options, CP core and career-related studies) of the CP; their ratings highlighted that they were the happiest with the career –related component. They were the least happy about the CP core. Although students enjoyed the CP core, they explained that its high workload requirement and requirements reduced its enjoyability. This was a particular concern for Year 13 students who further recommended that there should be clearer communication of the expectations about the course, including the nature of course and deadline of requirements. Despite this experience, both Year 12 and 13 students highlighted that they appreciated the opportunity to develop their soft skills, which would assist them to function more effectively in the world.

5.3 Staff responses

5.3.1 Staff reported views on CP implementation

Of the surveyed staff (n=78), 2% had up to one year experience, 17% had between 1-4 years’ experience, 31% had between 5-9 years’ experience, and 50% had 10+ years’ experience. Means and standard deviations for quantitative items are presented in Table 4.

Table 4. Means and standard deviations of staff's perspectives on the implementation of the CP

Item	Mean	SD	Response Scale
How would you rate the initial training you received for the CP?	3.7	0.69	5-point scale
How strongly do you agree or disagree that the following factors are important for the implementation of the CP in a school? - The buy-in from senior leaders in the LA/school	6.7	0.52	7-point scale
How strongly do you agree or disagree that the following factors are important for the implementation of the CP in a school? - Co-ordinators/teaching staff with experience of IB programmes	5.8	1.08	7-point scale
How strongly do you agree or disagree that the following factors are important for the implementation of the CP in a school? - Networking with the Kent Hub	5.8	0.88	7-point scale
How strongly do you agree or disagree that the following factors are important for the implementation of the CP in a school? - The initial CP training for the teaching team	6.4	0.75	7-point scale
How strongly do you agree or disagree that the following factors are important for the implementation of the CP in a	6.6	0.67	7-point scale

Item	Mean	SD	Response Scale
school? - Collaboration between teachers in a school			
How strongly do you agree or disagree that the following factors are important for the implementation of the CP in a school? - Networking with other schools involved in the programme	6.0	0.90	7-point scale
How strongly do you agree or disagree that the following factors are important for the implementation of the CP in a school? - The receptiveness of parents	5.9	0.79	7-point scale
How strongly do you agree or disagree that the following factors are important for the implementation of the CP in a school? - Promotion of the CP within the school	6.6	0.61	7-point scale
How strongly do you agree or disagree that the following factors are important for the implementation of the CP in a school? - The guidance documents from the IB organisation	6.2	0.95	7-point scale
How strongly do you agree or disagree that the following factors are important for the implementation of the CP in a school? - Recruitment of students from other schools	5.1	1.24	7-point scale

Item	Mean	SD	Response Scale
Overall, how well do you think the implementation period went in your school?	4.3	0.69	5-point scale
To what extent do you agree or disagree with the following statements regarding the delivery of the CP in your school: - I have the support I need to deliver the CP	5.8	1.34	7-point scale
To what extent do you agree or disagree with the following statements regarding the delivery of the CP in your school: - I am able to influence how the CP is delivered to the students	5.7	1.36	7-point scale
To what extent do you agree or disagree with the following statements regarding the delivery of the CP in your school: - I am able to make any necessary adaptations to how the CP is delivered	5.7	1.38	7-point scale
On a scale from 0-10, how likely are you to recommend the CP to peers?	7.9	1.86	10-point scale

Staff rated both the initial training for the CP 3.7/5 ($SD = 0.69$) and the implementation of the CP 4.3/5 ($SD = 0.69$) highly. The extent to which staff rated various factors as important for the implementation of the CP is presented in Figure 8. The largest proportion (97% strongly agreed or agreed combined) of staff reported that ‘buy-in from senior leaders in LA/school’ as the most important support for the implementation of the CP. This was followed closely by “promotion of the CP within the school” (94% strongly agreed or agreed combined) and “collaboration between teachers in the school” as well as “the initial CP training for the teaching team” (91% strongly agreed or agreed combined).

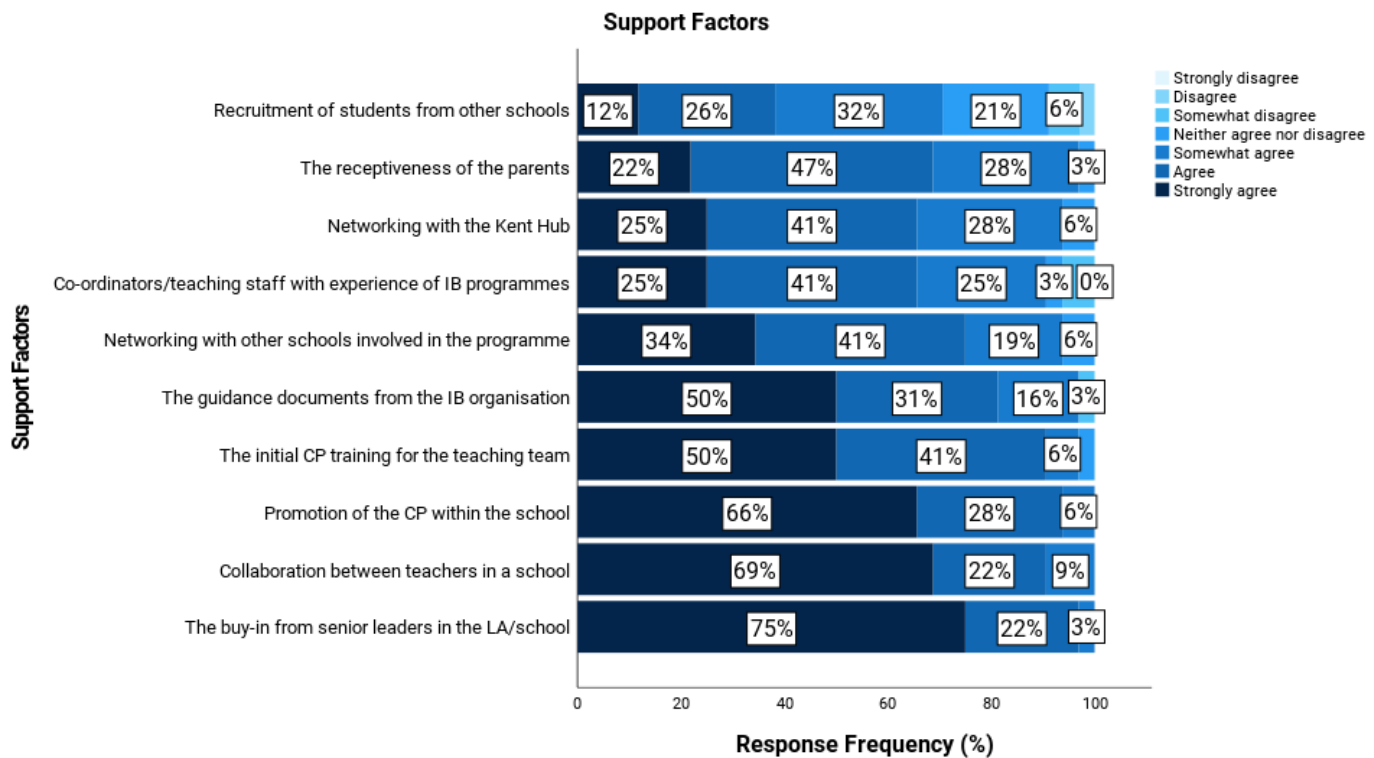


Figure 8. Staff ratings of important support factors during the implementation of the CP

Overall, staff were reasonably likely to recommend the CP to their peers 7.9/10 ($SD = 1.86$). Staff ratings of support availability are presented in Figure 9. More than half of respondents (67%) agreed or strongly agreed that they had the support needed to deliver the CP. Similarly, 68% agreed or strongly agreed that they were able to make necessary adaptations to how the CP is delivered. Finally, 72% of respondents agreed or strongly agreed that they were able to influence how the CP is delivered to students.

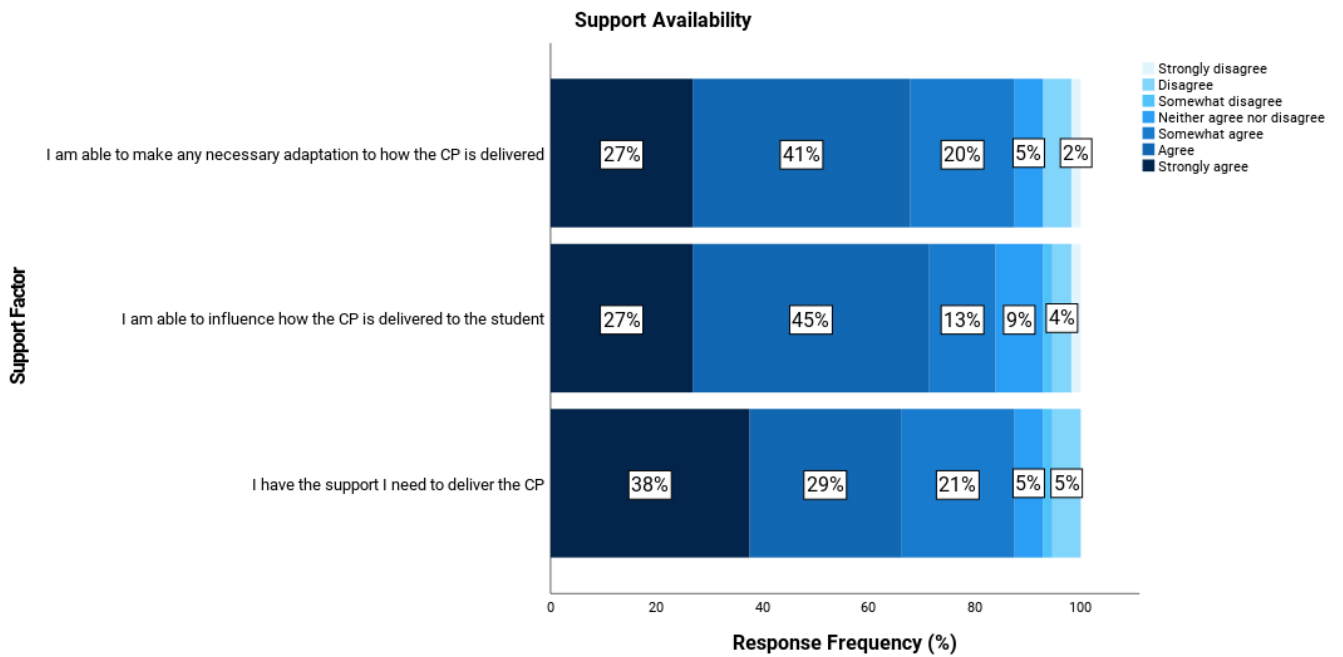


Figure 9. Staff ratings of the support availability during the implementation of the CP

5.3.2 Improving the initial and ongoing CP training

Based on the open-ended survey responses, staff reported more negative (19 references) compared with positive (15 references) and neutral (7 references) experiences in relation to their initial CP training. Although teachers explained that the content of the training was invaluable, clear to understand, and offered opportunities to collaborate locally and globally, several teachers stressed the need for the training content to be modified. This is because the training is often focused on the ethos of the IB instead of the actual subject knowledge that would assist with the delivery of the programme. In other cases, although trainers were knowledgeable, the training was not sufficiently contextualised within the local English context.

I wasn't particularly impressed with my initial training. I found the instructor wasn't particularly sensitive or knowledgeable about the British context when she was giving the training. I didn't find her to be approachable. However, her subject knowledge and delivering of course content was very good (CP teacher 37).

Not enough of the training is about the subject and is more about the IB philosophy (CP teacher 13).

I thought it was more geared towards the ethos of the CP and not specific to the [teacher refers to a specific subject] part of the course (CP teacher 20).

Teachers further emphasised that part of improving the training would include a focus on assessment procedures, particularly, marking, as there was “very little guidance towards [marking] IA” (CP teacher 35). Teachers also commented on the online delivery of the training as being problematic owing to the “[difficulty] to manage in the time frame given while working full time (CP teacher 27)”, the difficulty in navigating the online portal, and the “limited interaction” of online learning (CP teacher 3). Furthermore, although one of the teachers noted that this reduced interaction in online learning

“can’t be helped (CP teacher 3)”, other teachers noted that it was important to find ways to embed more practical experiences within the training, given that the initial training was too heavily driven by theory, rather than on guidance on the actual content and delivery of the CP. Instead, more application-based experiences would have provided a gateway through which teachers could perceive effective instructional practices.

[...] the training focused on the theory of why things were included rather than what needed to be taught and how the students needed to write to do well. I still don't know what a good one looks like (CP teacher 4).

There was an emphasis on theory underpinning the IB approach which was useful but left me confused as to the practicalities of running the qualification (CP coordinator 6).

Several teachers' responses about the initial training were neutral in that they did not directly convey neither a positive nor negative sentiment towards their experience. Notably, however, all teachers (n = 7) whose responses were coded as neutral expressed that instead of relying on the initial CP training, their ability to successfully implement and deliver the CP was based either on previous training, on-the-job training, or training that they “sourced on [their] own.”

I received training on ESS some years ago in my previous school. I have used this as much as possible in this current role, for which I have had no extra training (CP teacher 18).

I learned on the job through school resources and the My IB portal (CP teacher 34).

Teachers also highlighted several challenges with their ongoing ability to successfully deliver the CP, primarily owing to the lack of access to support resources. When resources were available online, they were inaccessible because of the poor usability as “accessing the IB website- it's clunky” (CP coordinator 3). Teachers defined resources from a multi-component perspective and included instances of limitations in financial, material and human resources.

Lack of materials available at reasonable prices for comprehensive schools to justify purchasing. This is particularly tricky in lockdown when visits, trips and visitors have been so restricted, that would have allowed a broader curriculum delivery (CP teacher 18).

Resources are far more limited and often behind paywalls (CP teacher 31).

Accessing exam material to ensure you are understanding what is required as it is not as prescriptive as a typical Level 3 course (CP teacher 32).

[challenge of] local collaboration as most schools in our area were going through a similar process and therefore had similar questions/misunderstandings (CP staff 9 with a combined role).

To address this gap, survey respondents recommended that access to resources is a key area that would support their delivery of the CP. They emphasised a greater need for a community of practice that comprises teachers with varying levels of experiences. This would enable them to have access to a “local consortium of schools to work with” (CP teacher 2). Another staff member further highlighted that teachers with experience should also have a willingness to share their knowledge of both the CP content and bureaucratic procedures that will likely affect their teaching process. It was also suggested that resource provision could be conceptualised as collaborative efforts with external partners, which would provide viable pathways for students’ external learning opportunities.

A session with an experienced teacher willing to share ideas for case study delivery, content delivery, overseeing the IA and ways to wrap the politics into the learning (CP teacher 18).

Would love to have a greater range of sample responses for assessments at a range of achievement levels that have been moderated by lead examiners with comments justifying marks awarded (CP teacher 21).

Establish further links with businesses to develop more explicitly links with apprenticeship providers (CP coordinator 2).

5.3.3 Elevating the value of the CP

For successful implementation of the CP, staff explained that it is important to demonstrate the value of engaging with the programme. One of the teachers pointed out [The CP] “needs a greater national profile” (CP teacher 23). The participants suggested several ways in which this could be achieved. For example, they advised on using destination data for students who have successfully completed and transitioned from the CP.

Marketing needs to include destinations information for CP students (can be shared from other schools if you don't yet have your own) so parents and governors can see that CP students can access high grade courses, universities, apprenticeships and careers [...] Work with Universities to include CP on their admissions sections of websites so parents and students see it is recognised and valued (CP school headteacher 2).

In addition, one of the three headteacher further emphasised that successful implementation of the CP cannot be achieved through a piecemeal approach. Instead, securing the buy-in to the programme is best pursued at an integrated level in which there is an “understanding of the CP across all staff at the school, not just those delivering [the programme]” (CP school headteacher 1). This sentiment was shared by an CP coordinator 6 who further explained that whole staff understanding was important for both “promotion and support [of the CP]”. Buy-in was also viewed as important at the level of the student and survey respondents further acknowledged the useful role of student testimonials after completing the CP, as well as integrating the ethos of the IB in the years leading up to the program.

The buy in of students into the philosophy. Integration of philosophy with students in the lower school to ensure understanding that helps feed into the CP (CP teacher 19).

In fact, several staff members further noted that the recognition of the CP's value was a challenge in the successful implementation of the programme. This challenge was contextualised to multiple inter-related dimensions, as illustrated in Figure 10. There was consensus within each dimension that there was a lack of understanding about the nature of the CP, and, particularly among parents, too often, the CP is compared with the more understood A 'levels and that the challenge laid in “reassuring students and parents of the worth of the CP as opposed to the more traditional A levels, of which both tend to know much more about” (CP teacher 22). Another staff member with a combined role in the CP emphasised that parents are not confident in the CP given their hesitation of how the CP is perceived within the higher education sector, compared with more traditional qualification routes: “[There is] mistrust from parents that it is as well received by universities as A-Levels” (CP staff 10 with a combined role). Moreover, this staff member with a combined role further highlighted that although the value of the CP was shifting to be viewed more favourably by universities, there was still a perception that universities did not consider “it [the CP] as highly as A-Levels”.

A key recommendation was to invest in “educating parents [by] explaining differences to A Level and reassuring university buy-in” (CP coordinator 3). It was also recommended that more outreach activities should be pursued to elevate buy-in from students through “raising awareness of the IBCP to younger years” (CP coordinator 5). In addition, given that there was a perception that there was not sufficient buy-in at the school leadership level, the implementation of the CP would be advanced by modifying the ways in which the CP’s value is outwardly perceived. For example, it was highlighted that the school did not appreciate the CP as there was “no allocated time for meetings compared to A-Levels” (CP staff 8 with a combined role) and there was no clear distinction between [the] CP [and] DP (CP teacher 33). Moreover, the implementation process could be improved through more effective communication as there was “not enough communication about the process” (CP teacher 5) or communication “which is sporadic and often vague” (CP teacher 30).

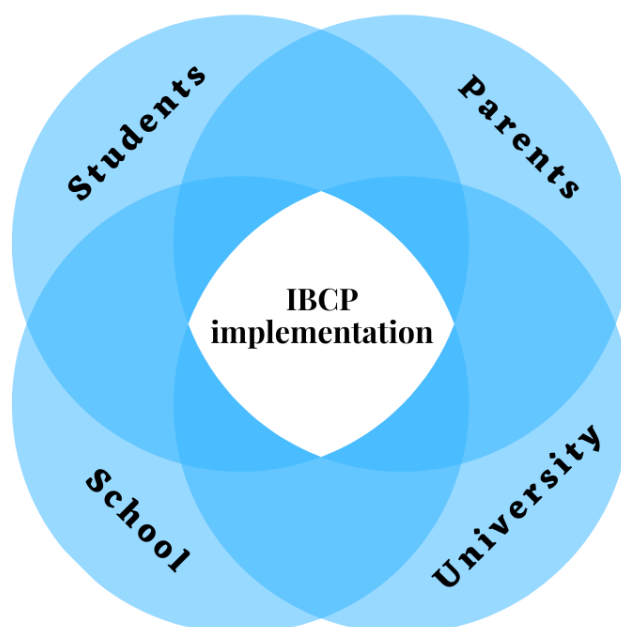


Figure 10. Target areas for buy-in for the CP as recommended by CP staff members

It was perceived that greater levels of university recognition would increase “acceptance [of the CP] from parents (CP staff 1 with a combined role). It was also important to elevate the recognition of the CP at the university level as “[the] lack of recognition by UK universities and wider educational institutions can affect student motivation (CP teacher 6). Staff survey respondents also offered several ways in which the university sector could elevate the value of the CP, including ensuring that the CP and its requirements are more clearly distinguished and explained on the university’s website, and ensuring that university staff who make decisions about entry requirements are sufficiently aware of the nature of the CP.

[...] ensuring universities specify CP (and not just IB) on admissions areas of websites (CP school headteacher 1)

Students seeing the CP as a route to university; universities don't always have the CP as a 'what grades do you need' choice (CP staff 13 with a combined role)

UCAS: finding the correct course and explaining to individuals in admissions (not the uni as a whole, but the actual people who do the checking and don't understand) (CP Coordinator 3).

Another way in which the recognition of the CP could be elevated is through highlighting both the benefits of the programme and its comparability with other programmes. For example, when asked to compare the CP with other programmes, staff members reported more instances of the CP being more advantageous (61 references) compared the CP being more disadvantageous (7 references) or having no differences (9 references). Staff members emphasised the accessibility of the programme, and the holistic development that is offered within the CP. In addition, given the broader array of choices available to students, owing to the autonomy that teachers have in designing a broader curriculum experience, they [students] can upskill, build diverse relationships, experience higher engagement levels and be better prepared for life after their CP experience.

Much more focused on inquiry-based instruction and there is much more autonomy in designing the curriculum. As such teachers can bespoke the curriculum to the needs of their students (CP teacher 6).

There is much stronger holistic approach when planning and assessing students for LD therefore the lessons are more flexible around the logistics of the school and what it can offer with LD. There is stronger emphasis on preparing them for university: academically, morally and ethically (CP teacher 10).

Much better holistic coherence. Develops wider employability skills far better and prepares students for next steps, both personally and academically, much better. Higher transition to FE of students, especially from disadvantaged backgrounds through raising aspiration, building confidence and independence. Students also have a much clearer idea of their chosen career paths (CP school headteacher 1).

5.3.4 Timetable Management

Staff members explained that timetabling requirements of the CP was a challenge to the delivery of the programme. The standard level (SL) and higher (HL) courses were mentioned as being a particular challenge. Although there were insufficient student registrations for either course, they still needed to be accommodated within the timetable: “[There was] not enough take up to offer SL and HL classes [which means that] it is now combined which is difficult to manage” (CP teacher 1) and CP teacher 7 highlighted that there was a challenge to “[teach] both SL and HL students at the same time.” In other cases, in which classes were hosted with low student numbers, it was quite difficult to engage meaningfully with the requirements of the lesson.

Very small groups, of one and two students, making discussion and group idea creation near impossible. One major benefit of post 16 education is that discussion and debate are encouraged enabling students to broaden their perspectives. This is not possible in very small groups, such as those at many comprehensives (CP teacher 18).

Timetabling of deadlines was just as problematic because students were “split on priorities” (CP teacher 7) and staff member 5 with a combined role emphasised that it was important to carefully balance “the timing of course delivery so pupils don't get deadline pinch points.”

I think standard should have more time weighting allocated it. We currently have 2.5 hrs a week which is tight for the quantity of work needed (CP teacher 14).

[Specific subjects] can be difficult to fit into allocated hours [...] given the pressure to ensure that students achieve high grades (CP teacher 27).

However, CP teacher 4 provided a reminder that with the broader curriculum offered by the programme, it is essential to remember the consequence of this implementation in relation to timetable management: “[The] timetabling of a diverse range of subjects means an unpopular extended day.” Another teacher highlighted a similar sentiment in that there was an inherent difficulty in “fitting all the components into the timetable” (CP teacher 19), and another teacher added that there were instances in which there were “conflicts in timetable initially” (CP teacher 42). In addition to the number of courses that required efficiently scheduling, another teacher further explained that consideration should also be given to the nature of the subject content when scheduling such that specific courses were “very content heavy [and] time restraints make this difficult to deliver” (CP teacher 29).

5.3.5 Summary of staff survey findings

The findings revealed that although staff highly rated the initial CP training, they also recommended an improvement in both initial and ongoing training, citing the lack of access to resources as a primary limitation. In particular, the implementation of the CP would be further enabled by having access to a community of practice for professional development. In addition, the most important support factor in the CP implementation was the buy-in of the leadership team. Indeed, staff members highlighted that the implementation of the CP would benefit from the elevation and recognition of the CP at four different levels – students, school, parents and the university. Finally, teachers emphasised that while they benefitted from a broader curriculum experience, there were instances in which the timetable management were difficult, including the timetabling of deadlines.

6. Data analysis of IBIS data

6.1 Descriptive School Data for participating CP schools in Kent

At the time of the analysis, 31 schools in the county of Kent were authorized to implement the CP. Student assessment data on these schools were included for analysis. We received IBIS data files from the IB including data for these schools from 2014 to 2019. Three schools (10%) were privately funded, while 28 schools (90%) were state funded. 28 schools (97%) were coeducational, one school (3%) was female only, and data was not provided for 2 schools. 24 (83%) were day schools, while 5 (17%) offered boarding facilities. Numerical CP student grades as a function of subject are presented in Figure 11. Subject grades are awarded from 1 – 7 points, with 7 as the best grade. Overall CP students scored a mean grade of 4.27 out of 7 ($SD = 1.01$).

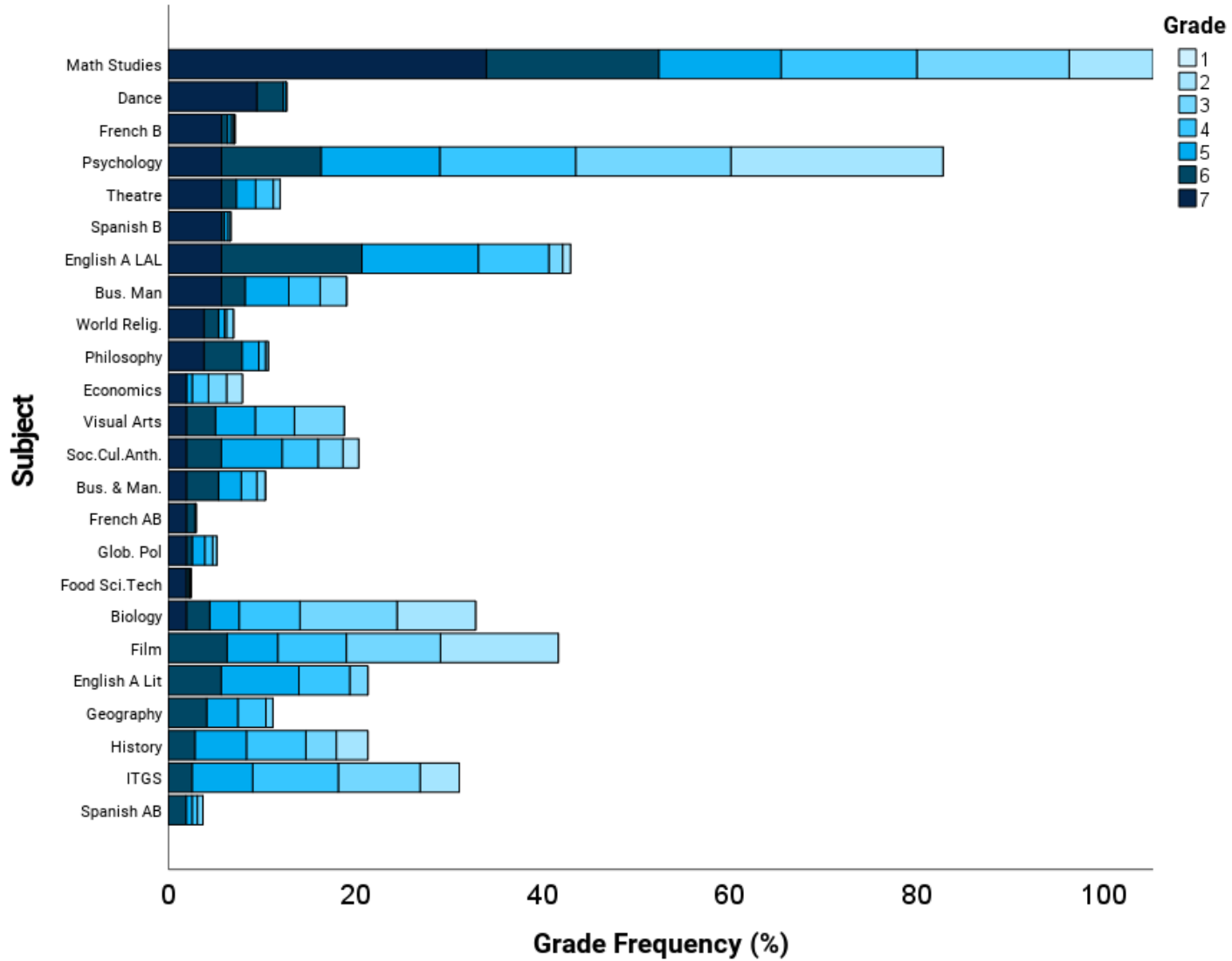


Figure 11 Subject Grades

Descriptive statistics indicated that students scored the best in Math Studies (34% of students were awarded grade 7, and 18% of students were awarded grade 6). The second largest percentage of students achieving grade 7 was in dance (9% of students). This was followed by 6% of students achieving grade 7 in French B, Psychology, Theatre, Spanish B, English A Language & Literature, and Business Management.

Figure 12 shows the outcome of student performance on the reflective project. Students receive letter grades for their reflective projects: A (excellent), B (good), C (satisfactory), D (mediocre), E (elementary) and F (failing). Descriptive statistics showed that the most frequent grade achieved by CP students in the reflective projects was C, with 52% of students achieving this grade.

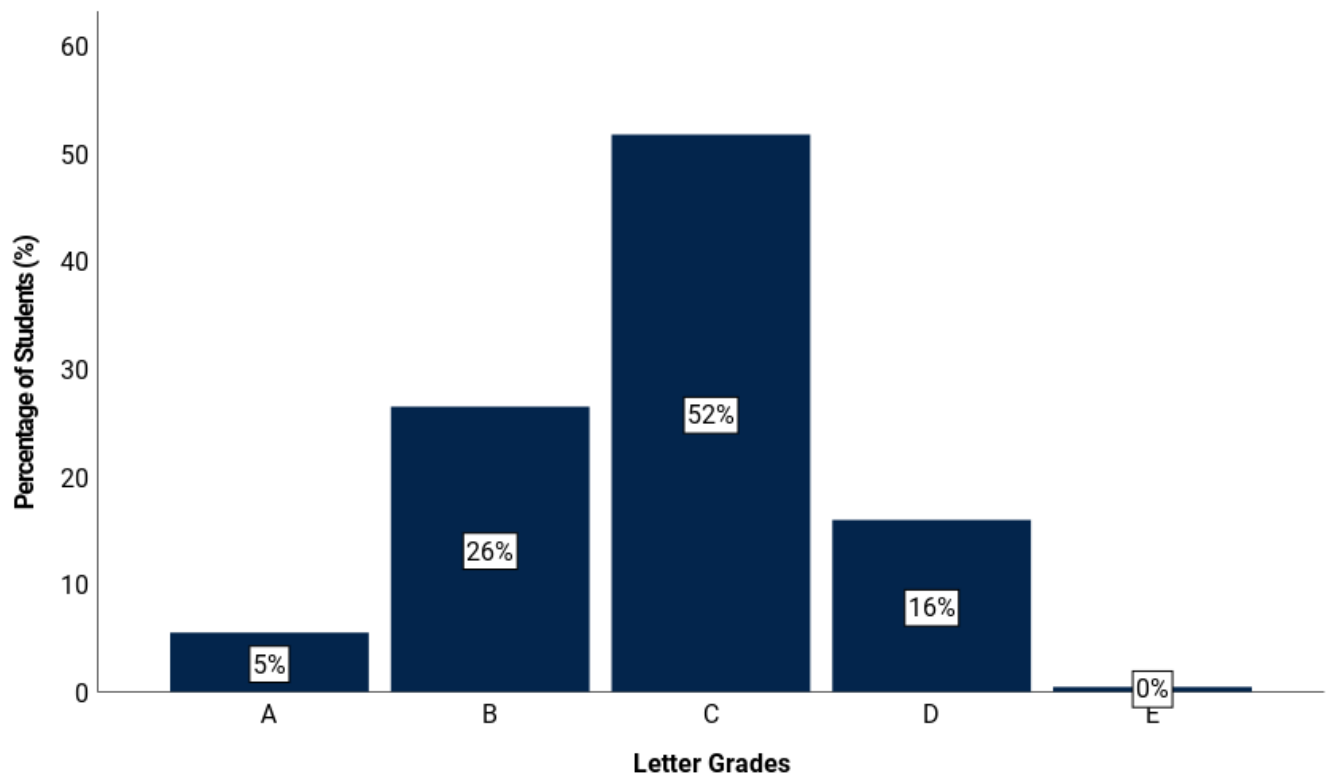


Figure 12 Reflective Project Grades

Regarding the DP course component of the CP in Kent, the DP subjects with the highest number candidates were Math Studies (14.8%), Psychology (14.3%), English language and literature (7.9%) and Film (7.7%). Table 5 illustrates the ways in which these subjects were combined with other DP subjects, including the percentage of students in each subject combination. Descriptive analysis showed that most students combined Math studies (31.8%), as well as Psychology (15.7%) with English Language and Literature. In addition, 14.3% of students combined Film Studies and Business Management. The data further revealed that 79% of students completed the minimum requirement of two DP subjects, while only 21% completed 3 DP subjects

Table 5. Percentage of subject combinations for the DP subjects with the highest number of candidates

DP subjects	Combination with DP subject	Percentage of Students
Math studies	English Language & Literature	31.8%
	ITGS	9.3%
	Biology	7.5%
	Psychology	5.6%
	History	5.6%
	English Literature	3.7%
	Geography	2.8%
	Physics	2.8%
	Film studies	2.8%
	Design & Technology	2.8%
	Economics	<1%
	Psychology + English Literature	<1%
	Chemistry + Psychology	<1%
	Psychology + Biology	<1%
	Physics + Psychology	<1%
	Food + Psychology	<1%
	French + Biology	<1%
	Visual Arts	<1%
	History + Global Politics	<1%
	CISI Finance + Psychology	<1%
	CISI Finance + History	<1%
	Performing Arts + Psychology	<1%
	Social and Cultural Anthropology	<1%
	Business Management + English Language and Literature	<1%
	English Language & Literature + Visual Arts	<1%
	ITGS + Visual Arts	<1%
	Social and Cultural Anthropology + Language and Literature	<1%
	Biology + Visual Arts	<1%
	English Language and Literature + Spanish	<1%
	Product design	<1%
English	<1%	
Business Management	<1%	
Chemistry	<1%	
Psychology	English Language and Literature	15.7%
	Social and Cultural Anthropology	10.8%
	Film	7.2%
	Biology	7.2%
	Geography	7.2%
	Sports Exercise and Health Science	6.0%
	English Literature	4.8%

	Business Management English Global Politics History Theatre Visual Arts Geography + Biology Anthropology Spanish Ab Philosophy Japanese + Geography Food Science Philosophy + Biology History + Biology English Literature + Biology Chemistry + Biology English Literature + Philosophy Biology + Visual Arts Film + Social and Cultural Anthropology English Language and Literature + Visual Arts Biology + English	4.8% 3.6% 3.6% 3.6% 2.4% 2.4% 2.4% 2.4% 1.2% 1.2% 1.2% 1.2% 1.2% 1.2% 1.2% 1.2% 1.2% 1.2% 1.2% 1.2%
Film studies	Business Management English Language and Literature Geography Visual Arts History English Language Music studies Theatre studies Biology Global Politics Social and Cultural Anthropology English Literature ITGS Global Politics + History	14.3% 11.4% 11.4% 8.6% 8.6% 8.6% 5.7% 5.7% 5.7% 5.7% 5.7% 2.9% 2.9% 2.9%
English Language and Literature	Geography Sports Exercise and Health Science Visual Arts Design Technology Social and Cultural Anthropology + History History Japanese Biology Social and Cultural Anthropology	12.5% 12.5% 12.5% 12.5% 12.5% 6.3% 6.3% 6.3% 6.3%

	Social and Cultural Anthropology + Visual Arts	6.3%
	History + Visual Arts	6.3%

Note. ITGS = information technology in a global society

Additionally, administrative data on post-school student outcomes (n=379) were collected by the IB from schools participating in the Kent project and were made available for the analysis. Descriptive analysis showed that most of the students (55.15%) in this dataset had gone on to attend universities while close to 20% were in employment (see Figure 13). More than 15% of students were engaged in apprenticeship while less than 3% were unemployed. Of further relevance, of those students reporting to have been offered a university place, these offers ranged from universities abroad (Romania, Germany, and the Netherlands) to prestigious universities in England such as Cambridge, University College of London (UCL), Bristol and the universities in Kent.

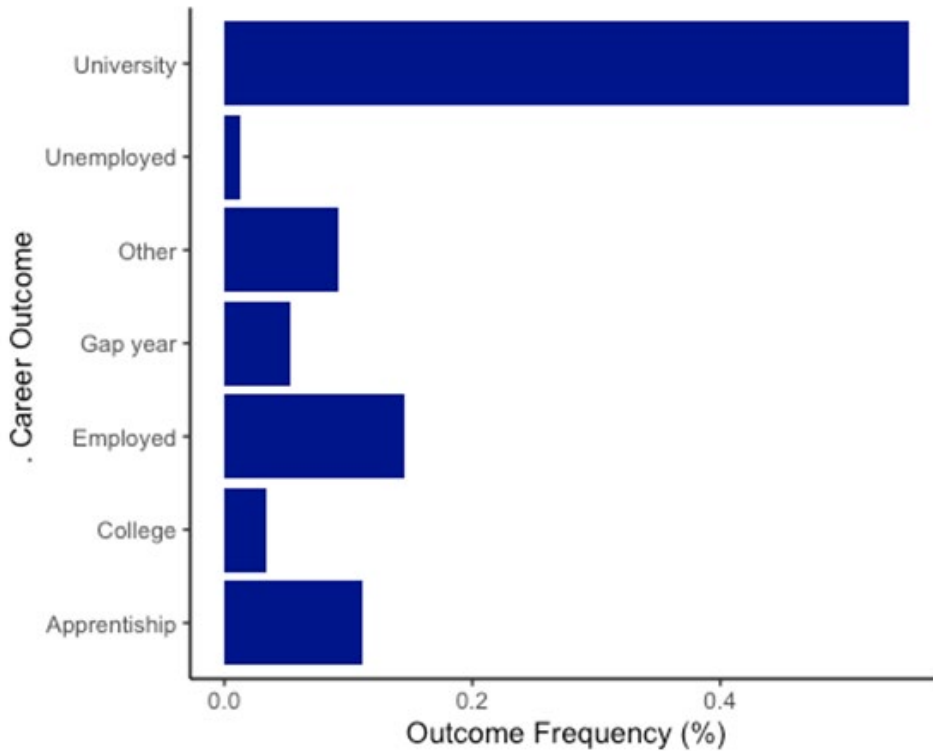


Figure 13 Career Outcome Frequencies

It is also worth mentioning that several students on gap year planned to go to the universities after, and it is therefore likely that closer to 60% of students would end up with a university degree after their CP studies in Kent.

As illustrated in Figure 14, descriptive analysis showed that most students engaged with a business-related course (17%) as part of their career-related studies. This was closely followed by Health and Social Care (13%), Sports (13%) and Applied Science (13%).

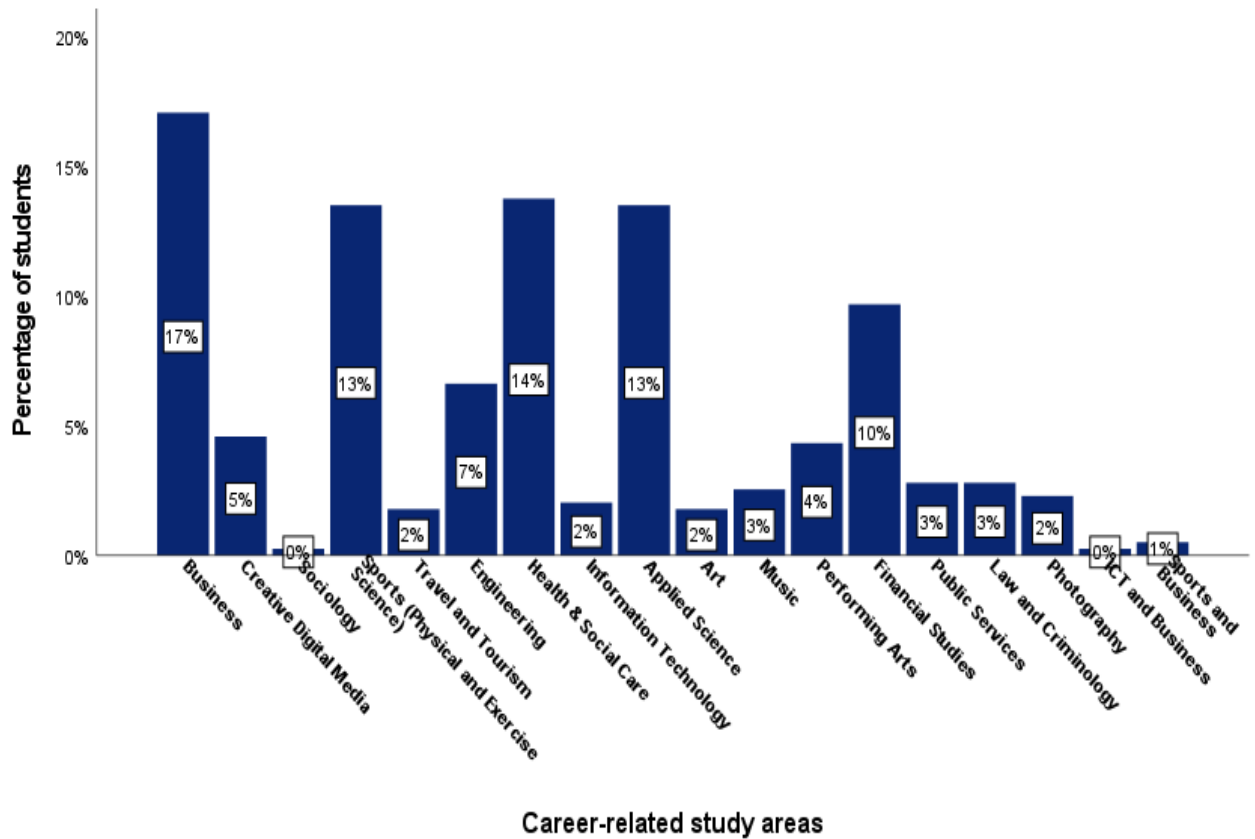


Figure 14. Career-related studies in Kent

Figure 15 highlights the percentage of students who achieved the CP certificate. Descriptive statistics showed that 92.1% of students participating in the CP successfully completed the programme and achieved the CP certificate (CP certificate and CP bilingual certificate) combined.

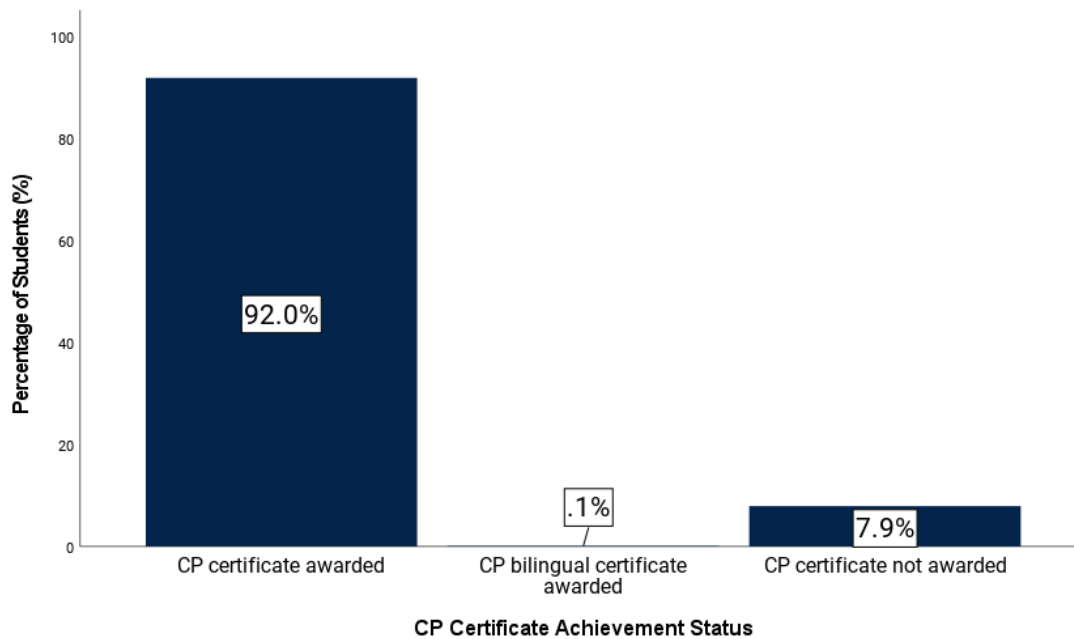


Figure 15. CP Certificate achievement

7. Discussion of Main Findings

7.1 What are the key success implementation strategies behind the Kent project?

7.1.1 How do schools decide to implement the CP?

Preliminary discussions with stakeholders in Kent have illuminated the context of secondary education in the county of Kent, including the under-resourced nature of the area. In addition, most students who participate in the CP are from families in which university attendance is minimal and there exists high levels of worklessness (personal communication with Kent stakeholder). Therefore, when these students are admitted to the CP, this offers a gateway to improve their life outcomes. In relation to the admission policies of Kent schools, students require at least Grade 5+ in English Language and Mathematics to matriculate into the CP. In addition, it is often a requirement for students to possess a merit of Grade 5+ for the BTEC subject in which they plan to specialize.

A critical component of programme implementation is its fidelity (or integrity). A wide range of definitions of fidelity exists within the context of education (see O'Donnell, 2008 for an extensive review) and an examination of these definitional nuances is beyond the scope of this discussion. However, at a broad-level, fidelity can be defined as the extent to which a programme is implemented as planned (Duerden & Witt, 2012; Durlak, 2016). In discussing how schools decide to implement the CP, it is important to consider the fidelity of the CP, as it offers an opportunity to consider the extent to which the implementation adheres to the desired CP model. The CP model is aimed at implementing a programme that comprises three key components: (1) CP Core in which students develop a range of skills, including personal and professional skills (PPS), service learning, language development and the reflective project; (2) Career-related studies and (3) the diploma programme courses (IBO, 2014; IBO, 2016). Indeed, the themes emerging from the current research suggest that the students were able to develop a range of skills as a result of engaging with the three components of the CP. However, it is worth noting that although students engaged with the service-learning component, for current students, it was hindered by the unexpected effects of COVID-19. Moreover, and to a lesser extent, student survey responses demonstrated that students found learning online difficult because of this external impact, which adversely affected the fidelity of the service-learning aspect of the CP core.

Document analysis further demonstrated that schools desired to implement the career-related studies component of the CP in a personalised manner (IBO, 2014; IBO, 2016). For example, the areas of study that were selected within the CP were dependent on the requirements of the students and local conditions (IBO, 2016). Within Kent, career related study options might include L3 BTECs with a range of pathways and subjects such as health and social care, applied science, business, photography, and sport. The findings from the student interview and survey data provide partial support for the fidelity with which the career-related studies component was implemented. For example, student interview data showed that one of the benefits of participating in the CP was the ability to explore areas that they find meaningful, suggesting that the programme offered a more personalised approach to learning. However, it is important to note that although students experienced some level of personalisation, student survey data highlighted the multi-dimensional nature of personalisation. That is, while they were offered the opportunity to engage with areas that were reflective of their preferred career pathways, they also called for a higher level of voice and choice in pursuing areas that matched their preferences and interest. Across several areas of educational implementation,

there exists extensive awareness of the importance of representing the student voice in decision making processes (Cortesi et al., 2021). However, research has demonstrated that meaningful student input on co-constructing learning experiences is not often implemented (Elwood, 2013; Lundy, 2018). This is important to address within the CP context, because, as students are given more autonomy in decision making processes, it strengthens their metacognitive skills and changes, “not just what the learner knows... but also who the learner is” (Dreier, 2003, in Wortham, 2004, p.716; Efklides & Vlachopoulo, 2012).

The findings from the staff survey also highlighted that the low student registration numbers in the SL and HL courses posed a problem with timetable schedules and the effectiveness with which the CP courses were delivered. Staff elaborated that the low student numbers disrupted the quality of discussions and amount of time allocated to the delivery of these courses. Indeed, previous research has highlighted that programme dosage – “how much of the programme was delivered”, affects the fidelity of programme implementation (Durlak, 2016, p. 335), and better programme outcomes are identified when both fidelity and dosage are achieved as initially planned (Durlak & Dupree, 2008; Meyers et al., 2012).

7.1.2 What outcomes do schools seek to achieve through implementing the CP?

The findings from the current study highlight that schools aim to achieve student, staff and school level outcomes through implementing the CP. At the student level, findings from the current document analysis highlight the importance of offering the CP in a way that contributes to the holistic development of students. Central to this (and all IB programmes) is the learner profile which provides an outcome driven framework within which the CP seeks to develop students who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced and reflective (IBO, 2019). In addition, the broad goal of the CP is to develop well-rounded learners (aged 16 to 19) who are equipped with the relevant skills to transition into either academic or vocational pathways (IBO, 2019). At the staff level, through the initial and ongoing training, teachers are in a greater capacity to deliver the requirements of the CP to advance student learning outcomes. This contributes to securing the fidelity of the CP. Finally, at a whole school level, findings from interviews with school leaders and key stakeholders further highlight that schools seek to achieve alignment between school ethos on teaching and learning, IB philosophy and CP. Pursuing this outcome aligns with previous findings such that more successful programme implementation occurs if there exists organisational readiness for a new programme (Durlak, 2016).

7.1.3 What are the enablers of CP implementation?

The qualitative data from staff, students, and key stakeholders provided insight into the enablers of the CP implementation. For example, key stakeholders and school leaders believed that the ability to engage in collaboration with other schools that were involved in the Kent Project offered a range of benefits, including networking, knowledge exchange and broad professional development opportunities. Similarly, CP teachers suggested that the connections that emerged among schools in

Kent during the initial implementation phase (training) of the CP were helpful during the delivery phase of the programme. These findings align with previous research which have indicated that effective professional development and collaboration among relevant stakeholders are important to secure quality programme implementation (Durlak, 2016; Heitik et al., 2016, Hopfenbeck et al 2013, 2015). However, it is important to note that the findings of the staff survey in the current study suggest that the initial training was too heavily focused on the philosophy of the CP, rather than the actual tools that teachers require to successfully deliver the programme. While the ethos of the programme is important in implementation, previous studies warn that it is also equally important to provide information on ways in which the programme can and should be delivered, the extent to which the programme should be adapted to maintain fidelity, and how to address problems that will likely arise during implementation (Bishop et al., 2013; Durlak, 2016; Hansen et al., 2013).

School leadership was also identified as an important component that underpinned the successful implementation of the CP, particularly, leadership that is guided by a culture of innovation. Key stakeholders and school leaders highlighted that for the CP to be enabled, this culture of innovation needs to be shared at the whole school level. Indeed, one of the most advanced features of successful programme implementation is that staff are required to have a shared vision, and common values and goals (Philpott & Oates, 2017). However, as previous authors (e.g., Ellis et al., 2015; O’Keeffe, 2012) have expressed, this shared vision is likely to succeed when it is both specific and authorised. The current study supports this view such that key stakeholders and school leadership emphasised that the brand of the CP, including clarity of its communication to relevant stakeholders, was viewed as another key enabler of the CP implementation. Importantly, this proposition was further illuminated through the findings of the staff survey; staff members noted that, in keeping with the whole school approach, the buy-in of all stakeholders, including students, is likely to increase the success of the CP implementation.

Although students were not directly asked about the implementation of the CP, their responses provided useful insight into student-level factors that likely enabled the implementation of the CP. For example, when students reflected on their reasons for participating in the CP, they emphasised the ability of the programme to magnify their interests and future career pathways. Interestingly, in previous studies that have employed self-assessment tools to assess programme implementation, the findings point to the view that implementations which are viewed as being able to meet the needs of its students are likely to be more successful (Domitrovich et al., 2011; Durlak, 2016; Fixen et al., 2005).

7.1.4 What are the challenges of CP implementation?

Researchers have categorised a variety of reasons that affect programme implementation (Damschroder & Hagehorn, 2011; Domitrovich et al., 2008; Durlak & DuPre, 2008). For example, an organisation’s readiness to change has been cited as an important factor that will likely influence programme implementation (Arthur et al., 2020). This previous finding is important to consider within the current study, because, although staff and stakeholders expressed positive sentiments about presenting students with different learning pathways, they noted that offering the CP alongside other post-16 programmes posed two key challenges. Firstly, based on the findings of the staff survey in this study, compared with other programmes, time allocated to planning for the implementation of the CP was minimal. Secondly, when presented with different (IB and non-IB) programmes, there is often greater difficulty in securing parent- and student buy-in to the newer [IB] programme. The behavioral patterns in the case of the latter challenge are largely consistent with decision making research, such

that even when presented with relevant information about a situation (e.g., new CP) people will be less likely to accept this option if it is perceived as garnering less favourable outcomes. Instead, they more readily engage with other alternatives (e.g., other well-known post-16 options) that are perceived as having greater benefits (Kahneman & Tversky, 1979). Therefore, while schools do have the autonomy to offer both the IB and other curricula, the current findings suggest that a more strategic presentation and framing of the CP, especially when presented alongside another curriculum option, will be needed to enable its implementation.

Previous organisational change research further informs us that implementation processes can take up to between 5 to 7 years (Fullan, 2001). Therefore, it is unsurprising that reforms in education are further influenced by stable school leadership, such that the more consistent the leadership, the more likely a programme will succeed. The inverse is also correct (Snodgrass Rangler, 2018). Interviews with key stakeholders and school leaders in this study showed that leadership turnover is a challenge to implementation. Interestingly, the quantitative data from the staff survey in this study further highlighted that the most important support factor within the CP was buy-in from the school leadership. Therefore, if staff feel unsupported because of inconsistent leadership, then it would be fair to suggest that this would challenge the implementation process. Previous findings offer several outcomes to support this view. For example, higher principal turnover has been associated with lower student achievement (Béteille et al., 2012; Mascall & Leithwood, 2010; Miller, 2013), higher teacher turnover (Ronfeldt et al., 2013), and additional expenditure associated with recruitment of new leadership teams (Gates et al., 2005).

The current study further showed that the costs associated with programme set-up, including authorisation and training costs, were a main challenge during implementation. However, the presence of collaborative networks was strategically utilized by Kent schools such that costs associated with training were reduced through adopting in-house training. This was achieved through negotiation of group funding by local hubs to facilitate more opportunities for local training. That this approach was successful within the Kent project demonstrates a viable and resource-oriented example of how training can be achieved within low resource areas. This finding is especially useful for under resourced communities, in which the source of programme failure is often attributed to the lack of funding and access to appropriate resources (e.g., Sugarman & Lazarín, 2020).

7.1.5 What are the perceptions of the set-up and the final process of the CP?

The findings of this study offered insight into the perceived and actual benefits of the set-up and the final process of the CP. Student interview data showed that before engaging with the programme, students perceived the CP as offering a better and more engaging experience compared with A-levels and would assist with preparing them for their future pathways. Inspection of the benefits of the programme from a student perspective suggest that these initial perceptions aligned with their actual experiences of the final process of the CP. Interestingly, however, the student survey findings highlighted a distinction between students from different year levels in relation to the actual benefits of the CP. For example, Year 12 students wanted greater support for post-18 options compared with Year 13 students. Conversely, Year 13 students emphasised the importance of more effective communication about the structure of their courses. These findings point to the importance of considering the importance of personalisation at all levels of instruction, including addressing the specific needs of different cohorts from diverse backgrounds (Richards, 2010). Similarly, the findings

of the staff survey highlighted that, in comparison with similar programmes, they perceived the CP as more advantageous, given its broader curriculum experience. However, teachers noted that the set-up of the CP would benefit from improved communication about the process. This recommendation aligns with previous findings which show that the success of programme implementation is related to the frequency and openness of the conversations which occur between stakeholders (Damschroder & Hagehorn, 2011; Fixsen et al., 2005).

7.1.6 How did CP students perform in the CP?

As has been documented in the analysis of the IBIS data, most students CP from the 2019 cohort applied to the university and accepted their offers. Interview data from both staff and students further elaborated on the fact that many of these students were the first from their families to go to universities. The data further evidence the fact that CP has prepared students for their university and further studies and employment, and more students than expected have been able to succeed through the programme.

7.5 Limitations

While the results suggest that the CP implementation in Kent was largely successful in achieving its intended goal, it is important to remember that there still exists a range of student and staff recommendations that serve to improve programme growth and continuity. One of the key recommendations from the perspective of staff was to elevate the CP through hosting sessions with parents. Similarly, students recommended that there needs to be a greater connection between the CP and university administration teams. Indeed, given that parents and university teams are viewed as essential stakeholders in relation to the CP implementation, it would be beneficial to directly include their voices in future evaluations of the programme within the county of Kent.

Another consideration is that implementation is a multi-dimensional construct. While the findings were able to provide guidance on the components of the CP that facilitated implementation, it would be further useful to clarify which specific components of the implementation process affect which specific outcomes. For example, students noted that participation in the CP improved their confidence as they engaged in several public speaking presentations. However, what remains unanswered is whether and to what extent do other factors such as the requirement to engage in more student-driven learning also contributed to this outcome.

Finally, while the CP is not prescriptive, it is underpinned by key principles and guidelines to ensure its effectiveness. However, it may be the case that during the delivery of the programme, teachers adapt their approaches. For example, the current study highlighted that because of the low enrolment numbers in the SL and HL, specific approaches to engaging in discussion were abandoned. While adaptations are not uncommon in programme implementation, and while some adaptations are well-planned and useful (Durlak, 2016), it is important to determine what impact, if any, such adaptations have on the CP implementation. More specifically, it would be beneficial to distinguish the impacts (if any) of positive, negative, and neutral adaptations (Durlak, 2016).

7.6 Conclusions

The CP programme with its focus on local knowledge, civic responsibility, and personal growth, appears to have successfully inspired school leaders, teachers, IB coordinators and students in Kent. When investigating the success of the implementation, key stakeholders, with support from the Kent County Council and the local community, managed to build a network of support structures between schools and school leaders, from the early piloting phase through the pandemic until the present. Interviews with stakeholders mentioned some key-actors that clearly had a major impact in the early days, and their commitment was also recognized with respect to building a sustainable structure and school network, including after they left their positions. One notable success in Kent was the fact that despite key stakeholders leaving their jobs/retiring, schools managed to successfully offer the programme and keep the knowledge of the programme alive. This was due to the whole school commitment to the vision of the programme, which made schools less vulnerable to disruptions when staff left. Moreover, this whole school vision was achieved through clarifying the benefits of participating in the CP at different levels within the school. It was particularly important to ensure that students were aware of the benefits that would emerge through being a CP student.

Indeed, students have reported that they appreciated the programme and how it was tailored to their future careers, including building their self-esteem and encouraging them to apply to university. For many of the students, they were the first in their family to do so. In particular, the Reflective Project stands out as a popular choice with a focus upon critical thinking, asking questions, reflecting, and developing strong research, and communication skills. With the possibility of choosing modern formats such as a webpage, film or essay, the reflective project was perceived as an effective innovation for preparing students for future careers.

Teachers also demonstrated their commitment to the programme and supported by enthusiastic leaders, they were able to develop a culture of innovation and sustainability within the schools. It is still early days with respect to the future of the CP model in the UK, but the current success story in Kent strongly warrants further attention. The findings of this study suggest that the IB provides the prospect of better life opportunities for a generation of students from less privileged backgrounds.

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8. Appendices

Appendix 1 Interview schedule for CP Coordinators - teachers

The Impact of IB Career-related Programme implementation in the County of Kent, UK: Pilot interview questions for coordinators-teachers

Introduction

The purpose of this interview is to gain your insight into how the IB Career-related Programme (CP) is working in Kent and its benefits to students. We will also interview other CP coordinators and teachers within Kent. We will refer to the Career-related Programme as “the CP” throughout the interview.

Section 1. Questions on role and general perspectives on the CP model

I would like to start by asking a few questions about your role and your initial impressions of the CP.

1. Can you please tell me a little about your current responsibilities in respect to the CP?
 - i. Did you have any involvement when the CP was first introduced into your school? If so, how?
 - ii. Do you have any involvement in the promotion and recruitment of the CP to parents, etc.?
 - iii. Are you involved in networking?
2. What was your initial impression of the CP?
 - i. [Probe on the perceived added value to students based on teaching experience]
 - ii. [Probe on whether they initially embraced it or felt resistant to it]
3. If you were talking to teachers who do not know anything about the CP, how would you describe it to them?

Section 2. The development of the CP in respective schools

I will now ask questions on the introduction and development of the CP within your school.

4. Firstly, what does the CP comprise of at your school?
 - i. Could you please describe the core components to the CP (e.g. approaches to learning, community and service, language development, the reflective project)
 - ii. What are the approved career-related study programmes at your school? (E.g. BTEC Level 3 in Public Services).
 - iii. How many DP courses do students take alongside the CP? What options are available?
 - iv. Do your students have an option to take an A-Level(s) alongside the IBCP?
 - v. How are career-readiness, international-mindedness and lifelong learning reflected in teaching and learning?
5. [If involved in introduction of the CP in school] How well-received was the CP in your school? (I.e. staff, students and parents)

6. What is going well in terms of the delivery of the CP at your school?
 - i.[If not aforementioned distinguish between how the core and mandatory components are progressing]
 - ii.[Probe on necessary conditions for successful implementation and delivery, if not aforementioned]
 - iii.Have any issues arisen that you have needed to adjust to?

7. In respect to the CP guidance received, were the expectations of the CP model clearly stated and straightforward to follow?
 - i.Do you have any advice for other coordinators who are becoming involved in the CP in their schools?
 - ii.Are you aware of any amendments, policies and guidelines introduced by your school?

8. Has there been a need to develop links with other organisations to implement and delivery the CP? If so, which type of organisations?
 - i.How successful has this been?
 - ii.[If not aforementioned] have there been any issues? [E.g. relating to local economy]
 - iii.[Probe on adjustments in light of Covid]

Section 3. Impact of the CP on staff and students

I will now ask questions on the recognised impact of the CP for staff and students.

9. Firstly, what were the key performance indicators associated with the CP in your school?
 - i.[Probe on whether interviewee thinks expected outcomes have been met and/or what the notable achievements have been]
 - ii.How are career-readiness, international-mindedness and lifelong learning reflected in performance and impact?

10. Are students engaging well in the CP?
 - i.Are the retention rates of the CP cohorts at a healthy level (what factors have determined this rate?)
 - ii.What are the average number of CP graduates across the school?
 - iii.What factors have determined any observed differences in graduate numbers?
 - iv.What proportion of CP students are retained from year 11? What factors determine this?

11. Do you have any examples with previous and/or current students where the CP model seems to have worked well?
 - i.What do you think led to this positive impact?
 - ii.[Probe on what the students are gaining in comparison to other course pathways]
 - iii.[If not aforementioned, probe on examples of impact and different destinations]

12. Could you please describe any recognisable impact the CP has had on:
 - i.Yourself as a teacher
 - ii.The school (e.g. workforce morale, school culture)

13. Have there been any unexpected outcomes arising from the CP in your school?

Section 4. Final reflections

Thank you. Now for some final questions...

14. Do you have any recommendations for how the CP can be developed further?

15. What are your hopes going forward for the CP at your school?

16. Do you have any further comments about your involvement in the CP or its impact? (E.g. anything else you would like to say or anything we should have asked you).

Ask participant the following once the interview had ended:

How many teachers are involved in the delivery of CP? Any they would recommend/best to approach for interview?

Mention interviews with young people – ask what the best approach would be (i.e what's the feasibility of group interviews via internet? Would one-to-one interviews be recommended? How would they approach selection? Would they be the key person to contact students?)

Mention the online surveys to students – would they agree to this/enable the distribution (to students, and also information sheet to parents of those under-18).

Appendix 2: Interview schedule for key stakeholders

The Impact of IB Career-related Programme implementation in the County of Kent, UK: Interview questions for key stakeholders

Introduction

The purpose of this interview is to gain your insight into how the IB Career-related Programme (CP) is working in Kent (i.e. is it implemented as intended and what has gone well and what have been the challenges). We will also interview other key stakeholders (including, representatives from LAs, employers of CP alumni, admission officers from local institutions). We will refer to the Career-related Programme as “the CP” throughout the interview.

Section 1. Questions on role and general perspectives on the CP model

I would like to start by asking a few questions about your role in the implementation of the CP model and your perspectives on its aims and what it brings to Kent.

1. Can you please tell me your full job title and how long you have acted under this role?
2. Could you provide a brief description of your role and responsibilities, more generally and in respect to the CP?
 - i.[NB: If necessary, clarify role at application stage/during authorisation process, in implementation, in oversight of programme]
 - ii.Has your role and responsibilities for the CP evolved over time?
3. Could you please describe your role and responsibilities in terms of networking and promotion? (E.g. in relation to the LA, schools, other orgs)
4. If you were talking to school leaders who do not know anything about the programme, how would you describe the CP model?
5. What was it about the CP model that appealed to Kent?
 - i.[Probe on the perceived added value to Kent that prompted decision to implement, any local conditions or issues the programme was thought to respond to, what it was thought to offer Kent’s young people]

Section 2. Implementing the CP in Kent: enablers and challenges

I will ask you some questions on the enablers and challenges associated with implementation and delivery of the programme.

6. Firstly, what advice would you provide to LAs wishing to implement the CP?
 - i.Which leadership and managerial qualities do you think are required from within the LAs and schools?
7. What would you say has gone well in terms of the implementation of the CP in Kent?
 - i.[Probe on necessary conditions for successful implementation, if not aforementioned]
8. [If not aforementioned] How well did the delivery of the training go?

9. What notable challenges were experienced when implementing the CP in Kent regarding:

- i. The LA area (e.g. demography/pupil profiles, local resources)
- ii. Authorised schools (e.g. culture, any early resistance, reception to idea of model/new ways of working from staff)

10. In general, how straightforward has it been for the schools to ensure local activities (across the schools) are consistent with the intended design and organisation of the CP?

- i. [Probe on whether there is a tension between the global approach and the nature of the CP/carer-related study being locally developed/enacted]
- ii. What are the necessary local inputs that guide the development of the CP beyond implementation? (e.g. advice and guidance, career's coordinator, buy-in).

11. In respect to the CP guidance received, were the expectations of the CP model clearly stated and straightforward to follow?

- i. Is there anything you wish you knew before introducing the CP in Kent?
- ii. Are you aware of any policies and guidelines introduced by the LA to support the implementation of CP in the schools? [E.g. student admission policies for CP, any relating to professional development]
- iii. Were any policies or guidelines introduced in response to any challenges that emerged?

12. How well have the mandatory components to the CP progressed?

13. What are the 'high-skills' pathways available to students?

14. Could you provide some examples of career-related study that young people are participating in?

- i. How are the career-related studies organised in practice?
- ii. [If not aforementioned] Have there been any local constraints in respect to the organisation of career-related study?

15. What are the average number of CP graduates across the schools? What factors have determined any observed differences in graduate numbers?

16. Are the retention rates of the CP cohorts at a healthy level (what factors have determined this rate?)

17.

Section 4. Impact of the CP in Kent

I will now ask questions on the recognised impact of the CP in Kent.

17. Firstly, what were the key performance indicators associated with the CP in Kent?

- i. [Probe on whether interviewee thinks expected outcomes have been met and/or what the notable achievements have been]
- ii. [Probe on what 'career-readiness' and 'lifelong learning' and 'international mindedness' represents to interviewee]

18. What do you think students in Kent are gaining from the CP?

19. How successful has the Kent CP been in ensuring approaches to teaching and learning are compatible with developing students' potential for:

- i. Career-readiness
- ii. International mindedness
- iii. Lifelong learning

20. Could you please describe any recognisable impact of the implementation of CP on:

- i. The LA area and local stakeholders
- ii. Schools/the workforce (e.g. workforce morale, school culture)

21. Have there been any unexpected outcomes from the implementation and development of the CP in Kent?

Section 5. Final reflections: Successful strategies for implementation and operation of CP in an LA

Thank you. Now for some final questions...

22. What are your hopes going forward for the CP in Kent or nationally?

- i. Are there any factors that may enable or inhibit longer-term success or sustainability of the CP in Kent?

23. Do you have any further comments about your involvement in CP or on its implementation and impact? (E.g. anything else you would like to say or anything we should have asked you).

Appendix 3 Interview schedule for teachers

The Impact of IB Career-related Programme implementation in the County of Kent, UK:

Pilot interview questions for teachers

Introduction

The purpose of this interview is to gain your insight into how the IB Career-related Programme (CP) is working in Kent and its benefits to students. We will also interview other CP teachers within Kent. We will refer to the Career-related Programme as “the CP” throughout the interview.

Section 1. Questions on role and general perspectives on the CP model

I would like to start by asking a few questions about your role and your initial impressions of the CP.

1. Can you please tell me a little about your teaching responsibilities for the CP?
 - i. How long have you taught on the CP?
 - ii. [If not aforementioned] What specific part of the CP do you teach on?
 - iii. Do you have any involvement in the promotion and recruitment of the CP to parents, etc.?
 - iv. Are you involved in networking with other schools and/or the IB organisation?
 - v. How do you find the training?
2. Were you a teacher when the CP was first introduced into your school?
 - i. What was your initial impression of the CP?
 - ii. [Probe on the perceived added value to students based on teaching experience]
 - iii. [Probe on whether they initially embraced it or felt resistant to it]
3. How did you find the initial CP training?
 - i. Do you have opportunity for ongoing training?
4. If you were talking to teachers who do not know anything about the CP, how would you describe it to them?

Section 2. The development of the CP in respective schools

Before moving on to questions on the impact of the CP at your school, I will now ask questions on the development of the CP within your school.

5. Firstly, could you please tell me what is going well in terms of the delivery of the CP to the students?
 - i. In respect to the CP guidance received, were the expectations of the CP model clearly stated and straightforward to follow?
6. [If teaching DP options or service learning, particularly] In what ways would you map your teaching on to the CP core (i.e. PPS, service learning, reflective project and language development)?
 - i. [Probe on examples of service learning and reflective projects]
7. In what ways do you develop students' career-readiness, international-mindedness and lifelong learning?
8. In what ways do you collaborate with other teachers to develop the CP at your school?

- i. Can you offer any examples where you have worked together to develop the programme?
 - ii. Can you offer any examples of how you work together to CP is joined up and coherently delivered?
9. Since you began teaching on the CP, what challenges have you experienced?
- i. How did you adapt to these challenges?
 - ii. [Probe on whether they needed to develop their approach to teaching or the course content to overcome these challenges]
 - iii. [Probe on adjustments in light of Covid]

Section 3. Impact of the CP on staff and students

I will now ask questions on the recognised impact of the CP on yourselves and students.

10. On the whole, how well are the students engaging in the CP?
- i. What factors have led to positive engagement?
 - ii. What factors may impeded student engagement?
11. Would you say the expected student outcomes attributed to the CP are being met?
- i. What aspects of the CP do students tend to find most challenging?
12. Do you have any examples with previous and/or current students where the CP model seems to have worked well?
- i. What do you think led to this positive impact?
 - ii. Have there been any student outcomes that were unexpected?
 - iii. [Probe on examples from educational and work-based destinations]
 - iv. [Probe on what the CP offer students, particularly in comparison to other courses]
13. What have been your notable achievements teaching on the CP?
14. How has the CP impacted upon you as teacher?
- i. Could you please describe any recognisable impact the CP has had on your school?

Section 4. Final reflections

Thank you. Now for some final questions...

15. Do you have any advice for other teachers new to the CP?
16. Do you have any recommendations for how the CP can be developed further?
- i. Is there anything else you feel you need from the IB organisation to help develop the CP or your teaching experience?
17. What are your hopes going forward for the CP at your school?
18. Do you have any further comments about your involvement in the CP or its impact? (E.g. anything else you would like to say or anything we should have asked you).

Appendix 4: Interview schedule for Headteachers

The Impact of IB Career-related Programme implementation in the County of Kent, UK: Interview questions for Headteachers

Introduction

The purpose of this interview is to gain your insight into how the IB Career-related Programme (CP) is working in Kent and its benefits to students. We will also interview other headteachers within Kent. We will refer to the Career-related Programme as “the CP” throughout the interview.

Section 1. Questions on role and general perspectives on the CP model

I would like to start by asking a few questions about your role and your school’s involvement in the CP.

1. Can you please tell me your full job title and how long you have acted under this title?
 - i. What are headteacher’s responsibilities in respect to the CP?
 - ii. [If not aforementioned]:
 - Could you provide an overview of your involvement in the implementation of the CP at your school and subsequently in its delivery?
 - Do you have any involvement in networking with IB or other authorised schools?
 - Do you have any involvement in the promotion and recruitment of the CP to parents, etc.?
 - iii. Has your role and responsibilities for the CP evolved over time?
2. What was it about the CP model that appealed to your school?
 - i. [Probe on the perceived added value to Kent that prompted decision to implement, any local conditions or issues the programme was thought to respond to, what it was thought to offer Kent’s young people]
3. If you were talking to other school leaders/head teachers who do not know anything about the CP, how would you describe it to them?

Section 2. Implementing and delivering the CP in Kent: enablers and challenges

I will ask you some questions on the enablers and challenges associated with the implementation and delivery of the CP.

4. Firstly, what would you say has gone well in terms of the implementation and delivery of the CP at your school?
 - i. [Probe on necessary conditions for successful implementation and delivery, if not aforementioned]
5. Has there been any challenges in practice in introducing and delivering the CP in Kent for:
 - i. Yourself as a school leader/headteacher
 - ii. Other staff
 - iii. The school as an organisation
 - iv. The students [Probe on recruitment of students – e.g. non-selective schools retaining year 11 students]

- v. The community [Probe on issues relating to the economic situation and the added value of the CP to preparing students]
6. In respect to the CP guidance received, are the expectations of the CP model clearly stated and straightforward to follow?
 - i. Was there a need to introduce any policies and guidelines at your school to support the implementation of CP in the schools? [E.g. student admission policies for CP, any relating to professional development]
 - ii. Were any policies or guidelines introduced in response to any challenges that emerged?
 7. Has there been a need to develop links with other organisations to implement and delivery the CP? If so, which type of organisations?
 - i. How successful has this been?
 - ii. [If not aforementioned] have there been any issues? [E.g. relating to local economy]
 8. What do you think other school leaders need to consider before introducing the CP?
 - i. Which leadership and managerial qualities do you think are required from within the schools?

Section 3. Impact of the CP on staff and students

I will now ask questions on the recognised impact of the CP for staff and students.

9. Firstly, what are the key performance indicators associated with the CP in your school?
 - i. [Probe on whether interviewee thinks expected outcomes have been met and/or what the notable achievements have been]
 - ii. How are career-readiness, international-mindedness and lifelong learning reflected in performance and impact?
10. What are the average number of CP graduates at the school?
 - i. What factors have determined any observed differences in graduate numbers?
 - ii. Are the retention rates of the CP cohorts at a healthy level?
 - iii. What factors have determined these numbers?
 - iv. What proportion of CP students are retained from year 11? What factors determine this?
11. Could you please describe any recognisable impact the CP has had on:
 - i. The school
 - ii. Teachers (e.g. workforce morale, school culture)
 - iii. The students [If not aforementioned, probe on what the students are gaining in comparison to other course pathways]
12. Have there been any unexpected outcomes arising from the CP in your school?

Section 4. Final reflections

Thank you. Now for some final questions...

13. Do you have any recommendations for how the CP can be further developed?

14. What are your hopes going forward for the CP at your school?

15. Do you have any further comments about your involvement in the CP or its impact? (E.g. anything else you would like to say or anything we should have asked you).

Ask for headteacher's clearance for further research activity involving CP teachers and student

Appendix 5: Interview schedule for current students Year 12 & 13

Introductions

- *Interviewer introduction*
- Today's group interview is for a study on the introduction of the CP in Kent. We are interested in hearing about what is it like being an CP student and how the CP is helping students work towards their future goals.
- We are also interviewing other young people at Kent schools to gain a thorough understanding of the impact of the CP. Anything you tell me will not have your name on it – so no one will know who said what.
- So, what you tell me will be treated as confidential; I will not repeat it. However, if you do tell me anything that means your safety and health may be threatened, I will need to break confidentiality and discuss this with the CP coordinator just to try to help you.
- There are no right or wrong answers, only your views.
- You do not have to answer a question if you don't want to and you can leave the interview at any point, for a break or if you don't want to take part any longer.
- I would like to record the interview today, to help me remember what you said – is this okay?
- Before we start properly, would you like to ask me anything about today's interview?
- Could you each please tell me your first name?

Section 1: Introductory questions

To start us off, I will you about the time when you first started the CP.

1. Can you remember how you first heard about the CP?
2. Why were you interested in enrolling on it?
 - a. Did anyone encourage you to enroll on it?
 - b. Did you have a choice between different courses? If so, why the CP?
3. And how does it now feel to be part of it?
4. What has been the biggest change for you since starting the CP?

Section 2: What it is like studying for the CP

I will now ask you questions on what it is like being an CP student.

5. Firstly, how would you describe the CP to someone who hasn't heard of it?
6. **[Year 12 only]** What have you done so far as part of the CP core?
 - a. What part of the CP core do you like the most?
 - b. What skills have you learnt or improved so far? [Probe on study and soft skills]
 - c. What are you doing as part of service learning? [Probe on how they feel they may make a positive difference to the community]
7. **[Year 13 only]** What part of the CP core do you find most interesting?
 - a. What skills have you learnt or improved so far?
 - b. What have you done as part of your service learning? [Probe: in what ways are you making a positive difference to the community?]
 - c. If you could each tell me the subject of your reflective project, and why you choose this?
8. Which DP options and career-related study do you do, and why did you choose them?
 - a. [Probe on link with personal interests/future goals]
 - b. Were you given enough freedom to choose these? [If no, probe why]
 - c. How are they going for you?
9. What part of the CP is most difficult? [Probe on why]
 - a. [Probe on examples of how CP students have supported each other]

Section 3: Views on the CP

I will now ask for your views on how the CP can help students achieve their future goals.

10. **[Year 13 only]** The CP aims to help students become career-ready – I'm interested in which destinations each of you are considering after sixth form?
 - a. In what ways do you think the CP is preparing you for this?
 - b. Is your career-related study related to this destination? If so, how?
 - c. What part of the CP core do you find most useful to your future goals, and why?
 - d. [Probe on how Covid may have impacted on possible destination]

11. **[Year 12 only]** Do you have any current education, training or employment goals?
 - a. How do you think the CP will help you achieve these goals?

12. International-mindedness is an important part of the CP – what does this mean to you?
 - a. Do you think this is important?
 - b. How does this CP help this?

13. And, this may be more tricky, what does lifelong-learning mean to you?
 - a. Which skills do you think you are gaining to help with this?

Section 4: final questions

I now have some final questions on your views of the CP.

14. **[For year 12 only]** In conclusion, what has been the best thing about the CP so far?

15. **[For year 13 only]** In conclusion, what has been your main achievement since starting the CP?

16. **[For year 13 only]** If a year 12 student was about to start the CP, what would your advice to them be?

17. **[For year 12 only]** Is there anything that could make the CP better?

18. Would you recommend the CP to year 11 students?
 - a. If Yes, why?
 - b. If No, why not?

19. **[For year 13 only]** Do you have any recommendations on how the CP could be improved?
- a. Is there anything else you need from the course to help you achieve your goals?

20. And finally, is there anything else you would like to say about the CP?

Appendix 6: Interview schedule for former students

Introduction

The purpose of this interview is to gain your insight into how the IB Career-related Programme (CP) is working in Kent and its benefits to students. We will also interview other CP graduates from within Kent. We are interested in hearing about what you studied as part of the CP, what you enjoyed most, your recommendations for how it could be improved, and how it influenced your chosen study or career destination after school. We will refer to the Career-related Programme as “the CP” throughout the interview.

Section 1: Introductory questions

To start, I would like to ask you questions on your first impressions of the CP.

1. Can you remember why you decided to start the course?
 - a. Did anyone encourage you?
 - b. Did you have a choice between different courses? If so, why the CP?

2. Did you have clear expectations of the course, particularly in terms of post-school destinations?

3. How would you describe the CP to someone who knew nothing about it?

Section 2: Experience of the CP

I will now ask you questions on your time as a CP student.

4. Other than the core, what else did your CP course consist of?
 - a. How well aligned was this to your career goals?
 - b. Were you able to combine subjects that aligned to your personal interests/career goals?
 - c. Do you feel you had enough choice?

5. Can you remember what the key aspects of the core were?
 - a. What were you involved in as part of the core (e.g. service learning)
 - b. Can you remember what your reflective project was about?
 - c. In what ways did you engage in the community to make a positive difference?

6. What part of the CP was most engaging? And why?
7. What part of the CP was most challenging? And why?
8. In retrospect, is there anything you feel was missing from the course?

Section 3: The impact of the CP

I will now ask for your views on the impact the CP had on you and how the qualification led to your current destination.

9. What does career-readiness mean to you?
 - a. How did the CP help you become career-ready?
10. What transferable skills do you think you acquired from the CP? [Probe on communication skills, self-confidence, working in teams]
 - a. Do you have an example of how you applied the knowledge or skills you gained to education/work environment?
 - b. Do you have an example of how you applied the knowledge or skills you gained in life situations?
 - c. Do you have an example of how you applied the knowledge or skills you gained in order to adapt to challenging situations?
11. And, what does being internationally minded mean to you?
 - a. Did the CP encourage you to become internationally-minded?
12. In all, did the CP allow you to follow your chosen education and/or career pathways in life?

Section 4: Final questions

I now have some final questions on your views of the CP and how it may help students achieve their goals.

13. Would you recommend the CP to year 11 students?
14. What would your top tips be for a student starting the CP?

15. Do you have any recommendations for how the CP can be developed for future students?

16. Do you have any further comments or reflections on your time doing the CP course?

Appendix 7: Online survey questions for staff

The University of Oxford's research on the impact of IB Career-related Programme (the CP) in the County of Kent, UK

Thank you for following the link to the survey! (LINK PROVIDED TO SURVEY)

We are carrying out a research study entitled The Impact of IB Career-related Programme implementation in the county of Kent, UK funded by the International Baccalaureate Organization. The study examines the context and characteristics of the Career-related Programme (CP) that was implemented in IB schools in Kent in the UK, the academic pathways and outcomes of students in the programme and stakeholders' understandings and perceptions of the impact of the implementation of the CP on schools and local communities.

You have been invited to complete this survey as you are a member of staff in a IBCP authorised school in Kent. The purpose of this survey is to gain an understanding of the impact of the IBCP on staff in all authorised schools in Kent through asking those involved to provide their assessment of its implementation and delivery.

The University of Oxford follows strict ethical guidelines of high-quality research. At no point in the survey do we ask for information that may identify you, we will just ask for some background information on your degree of experience to contextualise your responses. All the data collected is therefore anonymous and treated under strict confidentiality. The answers you provide will be electronically stored and will only be accessed by the research team through a password. Any survey answers will be deleted when it is no longer needed for the research (usually after 3 years). We will collate all survey responses to produce a report and other publications or conference presentations, but your identity will be anonymised. You are able to withdraw your participation from the survey, without further explanation, up until you submit your answers.

We will continue to refer to the Career-related Programme as “the CP” throughout the survey.

The survey will take about 20 minutes, depending on your answers. If you have any questions before participating in the research, feel free to email the research lead Professor Therese Hopfenbeck (therese.hopfenbeck@education.ox.ac.uk).

Please click below to begin the survey.

- I consent to take part in the research

Q1 Firstly, how would you describe your gender?

- Male
- Female
- Prefer to self-describe as: _____
- Prefer not to say

Q2 How many years post-qualifying teaching experience do you hold?

- Up to a year
- 1-4 years
- 5-9 years
- 10+ years

Q3 In what year did your involvement in the CP begin?

Q4 What is your current position?

- Principal/Headteacher
- IBCP Co-ordinator
- Teacher
- If OTHER or a COMBINED role, please state:

Q4a In what year did you start your current role?

Q5 Have you any experience leading or teaching sixth form programmes other than the CP?

Yes, please state which programmes

No

Q5a In what ways does the CP differ from other programmes you have experience of?

Q6 Do you currently have any teaching responsibilities on the CP?

Yes, on the following component and/or DP subject:

No

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
The buy-in from senior leaders in the LA/school	0	0	0	0	0	0	0
Co-ordinators/teaching staff with experience of IB programmes	0	0	0	0	0	0	0
Networking with the Kent Hub	0	0	0	0	0	0	0
The initial CP training for the teaching team	0	0	0	0	0	0	0
Collaboration between teachers in a school	0	0	0	0	0	0	0
Networking with other schools involved in the programme	0	0	0	0	0	0	0
The receptiveness of parents	0	0	0	0	0	0	0
Promotion of the CP within the school	0	0	0	0	0	0	0
The guidance documents from the IB organisation	0	0	0	0	0	0	0
Recruitment of students from other schools	0	0	0	0	0	0	0

Q6a How would you rate the initial training you received for the CP?

- Excellent
- Good
- Average
- Poor
- Terrible

Q6b Please explain your response below:

Q7 Were you a member of staff at the school when the CP was implemented?

- Yes
- No

Q8 How strongly do you agree or disagree that the following factors are important for the implementation of the CP in a school?

Q8a Are there any additional factors not mentioned above that are important for the implementation of the CP?

Q8b Please outline below the student admission policies/entry criteria for the CP at your school:

Q8c What types of career-related studies were introduced at your school?

Q9 Overall, how well do you think the implementation period went in your school?

- Excellent
- Good
- Average
- Poor
- Terrible

Q9a Please explain your response below:

Q10 To what extent do you agree or disagree with the following statements regarding the delivery of the CP in your school:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I have the support I need to deliver the CP	0	0	0	0	0	0	0
I am able to influence how the CP is delivered to the students	0	0	0	0	0	0	0
I am able to make any necessary adaptations to how the CP is delivered	0	0	0	0	0	0	0

Q11 Please identify below 3 key challenges that you or your peers have experienced in the delivery of the CP:

- 1 _____
- 2 _____
- 3 _____

Q12 Please identify below any further support you feel you require to deliver the CP:

Q13 Please identify below 3 key benefits of involvement in the CP for staff (yourself or your peers):

- 1 _____
- 2 _____
- 3 _____

Q14 On a scale from 0-10, how likely are you to recommend the CP to peers?

Q14a Please explain your response below:

Q15 Please state below if you have any further comments on the CP (these may include recommendations for how it can be developed further):

End of Block: Intro

Appendix 8: Online survey questions for current students

The University of Oxford's research on the impact of IB Career-related Programme (the CP) in the county of Kent, UK

Hello. Thank you for following the link to the survey!

The purpose of this survey to gain an understanding of how the IB Career-related Programme (CP) benefits its students.

We are sending the survey to all current CP students across schools in Kent to gain their views on the course. As the CP is a relatively new sixth form course, it is important that we find out what is going well for CP students, how it could be improved, and the impact it is having on CP students' development and their destinations once they leave school.

At no point in the survey do we ask for information that may identify you personally (such as, your name or contact details). We only ask general background information (such as, age and gender). All the information collected is anonymised. It is anonymous because you cannot be identified through your answers to the survey questions.

The answers you provide will be electronically stored and will only be accessed by the research team through a password. Any survey answers will be deleted when it is no longer needed for the research (usually after 3 years). We will bring all Kent CP students' survey answers together and use them in a report and other publications. We may directly use some of the information you give but no one will know that it was you who gave it. You are able to withdraw your participation from the survey, without further explanation, up until you submit your answers.

*We will continue to refer to the Career-related Programme as "the CP" throughout the survey. The survey will take 10-15 minutes, depending on your answers. Before clicking 'I consent to take part in the research' and starting the survey, please read the following statements: *I understand that the researchers will not be told my name or any other personal information that identifies who I am *I understand that this survey is anonymous, so I cannot be identified*

- I understand the statements above. I consent to take part in the research.

Q1 Firstly, please provide your age below:

Q2 How would you describe your gender?

- Male
- Female
- Prefer to self-describe as: _____
- Prefer not to say

Q3 What is your ethnicity?

White - English, Welsh, Scottish, Northern Irish, British ... Any other ethnic group

Q4 Are your parent(s) or guardian(s) currently employed?

- Yes, both are employed
- Yes, one is employed
- No, both are current unemployed

Q4a Please state below the occupation of your parent(s) or guardian(s).

Q5 What year of sixth form are you currently in?

- Year 12
- Year 13

Q6 Were you a pupil at your school before joining the sixth form?

- Yes
- No

Q7 Please explain below the main reason (or reasons) why you started the CP at your sixth form.

Q8 What are you enjoying most about the CP, and why?

Q9 What is most challenging about the CP, and why?

Q10 Please highlight below how happy you are with the main parts of the CP:

	Very happy	A little happy	Neither happy or unhappy	A little unhappy	Very unhappy
The CP core	0	0	0	0	0
The DP options	0	0	0	0	0
Career-related study	0	0	0	0	0

Q11 Have you experienced any specific issues on the CP that has effected your enjoyment or progress on the course?

- Yes
- No
- Prefer not to say

Q11a To help us understand what issues students face on the CP, please explain what issues you have experienced below:

Q12 Please highlight below how far you agree with each statement:

	Definitely true	Probably true	Neither true nor false	Probably false	Definitely false
The CP offers an excellent opportunity to develop my academic skills (e.g. learning about new subjects, writing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The CP offers an excellent opportunity for me to learn work-based skills (e.g. time management, team work).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The CP has helped develop my personal skills (e.g. confidence, communicating with others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The CP will help me access more post-school opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The CP will help me to access the post-school opportunities I am considering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 Overall, how would you rate the quality of the CP in your school?

- Excellent
- Good
- Average
- Poor
- Terrible

Q14 Do you think the CP course can be improved in any way? If so, please provide your suggestions below.

Q15 If you have any further comments on the CP, provide these below.

End of Block: Intro