The Career-related Programme core

First assessment 2027

The Career-related Programme (CP) is inclusive by design and provides a choice of different pathways for students aged 16 to 19. Contemporary life places complex demands on graduates entering further/higher education or employment. An integral part of the CP is enabling students to become self-confident, skilled and career-ready learners. To prepare students to succeed in a rapidly changing world, schools must not only equip them with the necessary skills and dispositions, but also the ability to manage and influence change.

The CP is a framework comprising of a school selected career-related study, at least two Diploma Programme (DP) subjects and a unique core.

The CP enables students to:

- develop a broad range of competencies and deepen their understanding in specific areas of knowledge through their Diploma Programme (DP) courses and career-related studies

- develop flexible strategies for knowledge and skill acquisition, or enhancement, in varied contexts

- foster attitudes and habits that empower them to become lifelong learners able to engage with diverse perspectives, opportunities and challenges

- prepare for effective participation in the changing world

- become involved in learning that develops their capacity and will to contribute in constructive ways.

Schools can adapt the CP framework to meet their local, regional, or national education requirements.
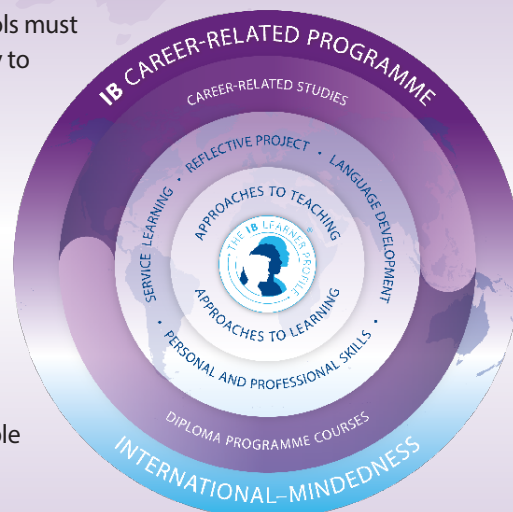
Programme model and the core

The CP core enhances students' personal qualities and professional development. The core contextualizes the DP courses and the career-related study, and brings all aspects of the framework together. The core develops many of the student characteristics and attributes described in the IB learner profile and has three distinct qualities. It:

- is driven by student voice, choice, and ownership of learning

- emphasizes connected, enduring and transferable knowledge, skills and attitudes

- offers a variety of opportunities for authentic evidencing and ongoing assessment of learning.

The four components of the core are designed to be connected—by their nature, their learning outcomes, and their intentional connections. Viewed as a whole, the core aims to:

- anchor the programme to the IB mission through the development of the IB learner profile attributes and international-mindedness

- contextualize and enhance the DP courses and career-related studies, drawing together all the aspects of the framework

- promote the development of enduring personal, academic and professional knowledge, skills and attitudes

- reflect the understanding that learning is iterative, interconnected and a cornerstone of ongoing personal and community well-being.

Schools should design the delivery of the components by considering the needs, interests and backgrounds of their students.

Personal and professional skills

I. Component description and aims

The personal and professional skills (PPS) course is designed for students to develop a range of skills that can be applied in a variety of contexts to support their personal and professional growth both now and in the future. The course helps learners to develop not only as individuals but also as citizens within local and global communities and prepares students for their future pathways of higher education, further training or employment.

Through the development of intrapersonal and interpersonal skills, critical and ethical thinking, and intercultural understanding, the course supports student learning in the other core components and elements of the CP and prepares students for future pathways toward higher education, further training, or employment as well as for their personal lives.

The PPS is a compulsory component of the CP. It is a timetabled course of a minimum of 100 hours and is completed throughout the two years of the CP.

Through inquiry, students will:

- develop and apply transversal skills in a wide range of contexts
- explore and understand a variety of concepts related to one's own personal and professional development
- consider, understand and value diverse perspectives
- become reflexive lifelong learners who can influence, manage and respond to change.

II. Curriculum overview

Based on the aims, learning outcomes and course outline presented in the guide, each school will design and develop its own unique PPS course that enables its students to make connections to their personal and professional development through a variety of inquiry-based learning engagements which are documented through a student-curated portfolio.
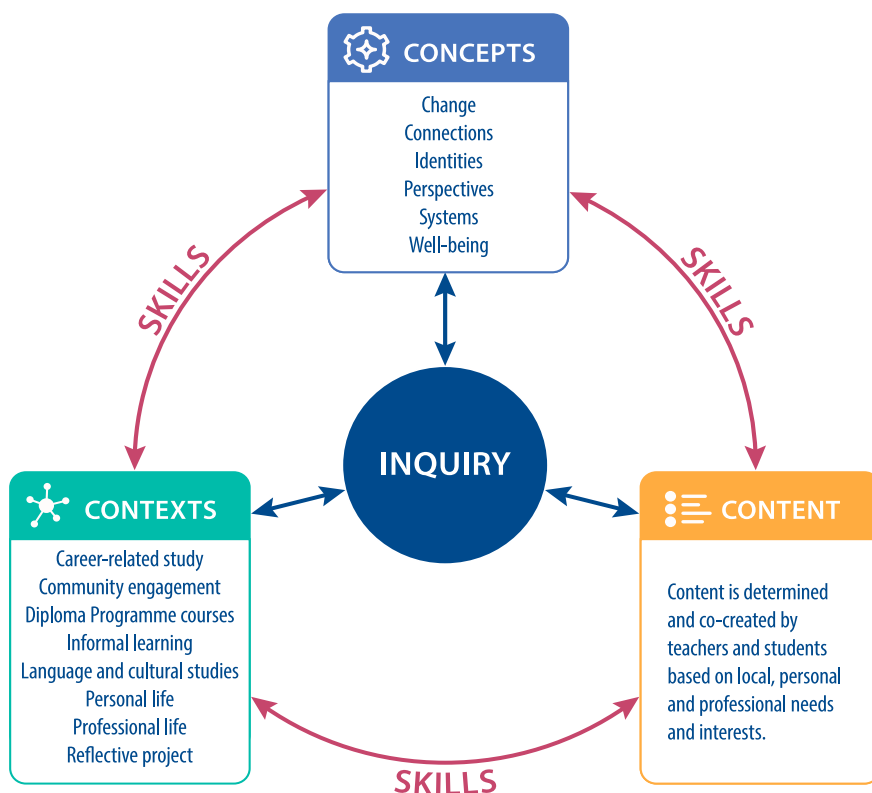
Concepts, contexts, content and skills are the foundational building blocks for the design of the PPS course, and they are integrated through inquiry. This approach supports the development of personal and professional skills and amplifies student agency, allowing for student choice and student ownership of learning.

Depending on the nature of an inquiry, different concepts, contexts, content and skills can be integrated in a variety of ways. As these skills are transversal in nature, they can be applied across a wide variety of contexts in school, in life and in work. Student inquiries undertaken often inform or inspire future inquiries, as students transfer their learning and apply it to new, unfamiliar contexts that will, in turn, prompt new questions and more nuanced understandings. Inquiry may be individual or collaborative, and activities may be directed (teacher-led), guided (shared responsibility between teacher and student) or open (student-led).

III. Assessment

By the end of the course, students are expected to be able to demonstrate competency in the following five learning outcomes.

LO1—Develop and apply intrapersonal skills in a variety of contexts

LO2—Develop and apply communication and interpersonal skills in a variety of contexts

LO3—Develop and apply thinking skills in a variety of contexts

LO4—Develop and apply intercultural understanding in a variety of contexts

LO5—Demonstrate an awareness of the ethical implications of one's choices and actions on self and others

The school is responsible for monitoring and evaluating the progress of learners in relation to these learning outcomes. Teachers are encouraged to use a variety of formative and dialogic approaches to inform teaching and learning as students progress toward attaining the learning outcomes.

The school is responsible for determining and reporting completion of the course in relation to the learning outcomes. To achieve successful completion of PPS, students will need to demonstrate that all five learning outcomes have been met. This can be evidenced through the PPS portfolio which is curated by students and maintained throughout the course.

Language and cultural studies

I. Component description and aims

The language and cultural studies (LCS) component invites students to better understand and expand their own linguistic and cultural repertoires, and imagine how they could further engage with a range of linguistic and cultural groups. As partners in inquiry, students and teachers explore their linguistic and cultural repertoires and reflect on them in the context of local and global communities.

LCS fosters conceptual understanding by enabling students to engage in inquiry and consider broad questions about language, culture, identity, meaning and their interrelationships. The interests and experiences of students are central to LCS. This core component aims to foster student agency by enabling students to set personally relevant goals that reflect their personal, academic and professional needs and aspirations. It enables them to shape their learning journeys, making choices that are relevant, meaningful, authentic and empowering.

Recognizing that multilingualism and intercultural understanding are cornerstones of international-mindedness, which is at the core of the IB mission, and that multilingualism is a fact, a right and a resource, LCS aims to create opportunities for students to:

- explore and expand their linguistic and cultural repertoires

- develop curiosity, openness and empathy through awareness and appreciation of linguistic and cultural diversity, locally and globally

- develop transferable knowledge, skills and attitudes for present and future study, work and leisure.

II. Curriculum overview

The syllabus structure of LCS emphasizes inquiry over language proficiency, creates a balance of structure and flexibility, and supports the development of conceptual understanding. It also accommodates both independent and guided learning.

Syllabus component	Requirements
Introductory unit • Introduction to the nature, aims, learning outcomes and concepts of language and cultural studies (LCS) • Laying the foundations for students to identify a focus for learning in LCS (i.e. choosing an area of exploration) and setting goals.	**Required** for all students in a teacher-guided setting.
Areas of exploration • **Career**: A focus on language and intercultural capabilities for specific purposes, either professional or academic. • **Community**: A focus on a language/language variety within the context of a local or global community or linked to the student's personal/family, cultural, historical connections with a community • **Personal**: A focus on learning a new language/language variety as a code within a cultural context or consolidating an aspect of the student's linguistic and cultural repertoire out of personal interest.	**Students choose one** of these three areas of exploration as the focus of their LCS learning journey, based on their interests, aspirations. Students engage in a combination of independent and guided learning.
Total learning hours: minimum 70 **Guided hours: minimum 30**	

There are four concepts which structure the learning and teaching in LCS: identities, perspectives, power and communication. These concepts have been selected because of the important role they play in understanding the interrelationships between language(s) and culture(s). Students are expected to explore all four concepts, even if some concepts are engaged with more deeply or extensively than others.

LCS places the learner at the centre of the learning in order to ensure that the process of developing multilingualism and intercultural understanding is personalized, authentic, engaging and inclusive. Learning in LCS is rooted in an inquiry-based approach; it is dynamic and iterative.

LCS can be implemented, for all or some students, as either:

- a **school-designed taught course**, where there is a shared focus for learning among students (e.g. on "career" as a common area of exploration), or

- **school-supported self-directed study**, where students design their own learning journey, learn independently and are supported and monitored by the LCS teacher.

III. Assessment

The school is responsible for monitoring and assessing the progress of learners and for determining and reporting completion of LCS. Assessment in LCS will consider whether, or not, there is evidence of the learning outcomes. Some of the outcomes may be demonstrated many times in a variety of activities/learning engagements, and others occasionally, but there must be some evidence of every outcome.

Learning outcomes

With the overall goal of expanding their linguistic and cultural repertoires, students will be able to demonstrate the following four learning outcomes.

LO1—Articulate how personal identity is shaped by engaging with languages and cultures and diverse perspectives

LO2—Identify their own strengths and aspirations, set personally relevant goals, and monitor their multilingual and intercultural learning through ongoing reflection

LO3—Apply communication skills and understandings to various contexts

LO4—Practise reflexivity and develop self-awareness as communicators within and across languages and cultures.

All students:

- maintain a **learning journal** to record their sustained engagement and evidence of learning
- engage in **three review points**
- record a reflection in the **progress and reflection form** for each review point.

To achieve successful completion of LCS, students will need to demonstrate **progress in learning in relation to the learning outcomes**, and sustained engagement with LCS over the two years.

Community engagement

I. Component description and aims

The CP community engagement (CE) component offers opportunities for students to learn in, from and with communities as well as to apply knowledge and skills acquired in other areas of learning.

CE invites students to situate themselves in the context of community and to identify, explore and understand issues that are relevant to them and their communities and that they can respond to through engagement in and with communities.

Community in CE can be viewed through three dimensions that enable expansion of awareness and understanding, and inform and inspire students' engagement: *personal, relational, systems.*

Three dimensions enable students to expand their awareness and understanding of **community** in CE, and inform and inspire their engagement: *personal, relational, systems*.

Three principles underpin **engagement in CE**: *dialogue, reciprocity, reflection and reflexivity*.

The dimensions of community and the principles of engagement will help students navigate community engagement. They both inform and drive the learning and engagement process, and they are further supported and enhanced through this process.

The learning and engagement process in CE is grounded in inquiry-based learning, place-based learning and action-oriented pedagogies. It includes three stages—explore and prepare; relate and act; evaluate and share—and is aimed at responding to relevant opportunities and challenges, identified by and with communities.

The interaction between the process, principles and dimensions constructs a process that can support an enriching student journey, foster critical, ethical and contextually responsive engagement with communities, and generate meaningful participation and contribution.

The aims of community engagement are for students to:

- build relationships and engage in reciprocal collaborations that contribute to individual and collective well-being

- develop awareness of complexity and appreciation for the diversity of ways of knowing, doing and being

- cultivate compassionate integrity, ethical solidarity, and active hope

- embrace reflective and reflexive practice as tools for building a cognitive and affective foundation that supports lifelong learning and global citizenship.

II. Structure of learning and teaching in CE

Learning/ engagement	Description	Learning and teaching expectations	Time requirements
Guided learning	Teacher-guided activities or experiences that provide the space and time for: • exploration and analysis of relevant concepts and issues • reflection and dialogue, preparation and ongoing guidance • individual coaching and group discussions • the building of relationships between students and faculty that model engagement in and with the community.	Required for all students in a teacher-guided setting; cover the following areas: • Introduction and orientation • Ongoing guidance • Review points—narrative assessment (see: "Assessment")	Guided hours = minimum 30
Active engagement in and with community	Student-driven activities or experiences that: • involve direct interactions with the community • comprise the time students spend outside the classroom, in and with the community • are designed and enacted in line with the CE guidelines and requirement.	Students shape their own CE journey, both independently and with teacher support at specified guided learning points along the way.	Active engagement hours (outside of guided learning time) = not specified

III. Assessment

The school is responsible for monitoring and assessing learning and engagement and for determining and reporting completion of CE.

Assessment in CE will consider whether, or not, there is evidence of the learning outcomes. Some of the outcomes may be demonstrated many times in a variety of activities/ learning engagements, and others occasionally, but there must be some evidence of every outcome.

Learning outcomes

Through meaningful and purposeful engagement with community, students develop the necessary skills, attributes and understandings that will enable them to demonstrate the following four learning outcomes.

LO1—Foster reciprocal and dialogic engagement
LO2—Explore systems, and develop awareness of their roles within these

LO3—Develop, articulate, and enact ethical thinking and action

LO4—Engage in reflective and reflexive practice

All students:

- maintain a **learning journal** recording their sustained engagement and evidence of learning

- engage in **three review points** (recommended approach to assessment at the review points: narrative assessment).

To achieve successful completion of CE, students will need to **demonstrate the four learning outcomes and sustained engagement** with the CE component over the two years.

Reflective project

I. Component description and aims

The reflective project (RP) is an in-depth body of work focused on an ethical dilemma in a career-related area. It is developed and reflected upon over an extended period of time and, as a product of the students' own initiative, provides a thoughtful representation of their cumulative personal experience, knowledge and skills gained over the course of the CP. Students have the option to develop their reflective project using a variety of formats including written, verbal, visual and audio-visual modes of communication.

The reflective project provides students with the opportunity to think like a future career practitioner. It promotes in-depth and critical research, reflection and reflexivity, professional communication skills, intellectual discovery, and creativity through the exploration of a career-related dilemma while considering the impact and perspectives of others through current, historical, local and global contexts.

The aims of the reflective project are for students to:
- engage in personal inquiry
- develop critical thinking and research skills to explore an ethical dilemma
- seek and appreciate local and/or global perspectives
- appraise the reliability and bias of resources found during the research process
- develop effective communication skills by creating a structured, coherent, and balanced argument
- develop self-management skills to support the research, writing and product creation process
- engage in ongoing reflective practice to arrive at a personal position.

II. Reflective project overview

The reflective project learning journey is structured to reflect the processes of problem-based learning and represents the main activities in which students should engage. While the reflective project is ultimately an individual product, a guided pathway has been provided to scaffold the learner experience by ensuring multiple opportunities for timely support, guidance, feedback and reflection. Each student will also have an RP supervisor supporting them along their learning journey. Students will keep a learning journal throughout the reflective project journey to record their ideas, notes, experiences, feedback, and reflections. This practice promotes authentic and sustained reflective practice.

The reflective project learning journey includes the following activities.

Stage	Tasks
Preparation and planning phase	• Build background knowledge • Identify an ethical dilemma • Peer discussions • Research plan and project proposal • Feedback and reflection
Research and analysis phase	• Conduct research • Analyse and synthesize research • Feedback and reflection
Development phase	• Create initial draft
Presentation of findings	• Student presentations • Feedback and reflection
Completion and submission	• Revise and finalize project • Final written reflection • Viva voce with RP supervisor • Submit project to IB

III. Assessment

Assessment of the reflective project is a combination of formative assessment (the learning journal, presentation and viva voce) and summative assessment (the reflective project itself and a final written reflection which is submitted on a required *Final reflection form* (RP/FRF)). Students are expected to achieve the following assessment objectives as they complete the reflective project.

Assessment objectives	
Knowledge and understanding (AO1)	• Identify and describe an ethical dilemma linked to a career-related issue. • Demonstrate knowledge and understanding of terminology and concepts related to the focus of the project.
Application and analysis (AO2)	• Apply appropriate research methods. • Analyse differing perspectives on an ethical dilemma. • Analyse implications and impact of an ethical dilemma on different individuals or groups and in different contexts.
Synthesis and evaluation (AO3)	• Demonstrate the ability to synthesize research, making connections between ideas and linking ideas to evidence. • Formulate a personal position on an ethical dilemma and reflect on the potential impact. • Justify thinking and choices using reasoning and reflexivity. • Evaluate and reflect on the learning experience including project effectiveness and personal growth.
Communicate research (AO4)	• Communicate research findings in an organized and coherent manner. • Communicate research findings using appropriate terminology, structural and stylistic conventions.

The reflective project is externally assessed; therefore the final project and reflection are submitted to the IB for assessment.

For further information on the IB Career-related Programme, visit: **https://ibo.org/en/cp**.

Complete core guides can be accessed through the Programme Resource Centre or purchased through the IB store: **https://www.ibo.org/new-store**.