



Al-Rayan International School



# IB CAREER-RELATED PROGRAMME (IBCP) **HANDBOOK**

2023 /2024



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## ARIS Core Purpose

“We are a diverse community of learners that is committed to **inspire, empower** and **transform** for a better world.”



## ARIS Core Values

- Greatness in Everyone
- Learning with Everyone
- Creativity and Innovation by Everyone
- Service to Everyone
- Change for Everyone

## ARIS Characteristics

- Responsibility and Respect
- Passion and Mindfulness
- Collaboration and Communication
- Reflection and Action

## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

ARIS offers the following programmes:

- The International Baccalaureate Primary Years Programme (PYP)
- The International Baccalaureate Middle Years Programme (MYP)
- The International Baccalaureate Diploma Programme. (IBDP)
- The International Baccalaureate Career Programme. (IBCP)

# IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:



## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.



## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.



## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.



## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.



## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.



## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.



## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.



## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



# Introduction to IBCP

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Begin the Journey Towards Your Career!

# WHAT IS IBCP?

The International Baccalaureate Career-related Programme is a part of the International Baccalaureate programme of education and is specifically developed for students between the ages of 16 and 19 who wish to engage in career-related learning.

- > It is a specialized approach within IB Educational framework and philosophy.
- > IBCP is customized to suit students personal interest and strength.
- > It is flexible programme that allow students to have voice in their learning.



IBCP Framework

## Why IBCP?

The IBCP enables students to:

1. Start their career pathways early, while they are still in high school.
2. Combine academic subjects with their personal and professional interests and skills.
3. Think critically and creatively.
4. Communicate clearly and effectively in a variety of situations.
5. Learn to work independently and collaboratively.
6. Apply their knowledge to real-world scenarios and situations.
7. Get ahead with their tertiary education.

# ARIS CORE VALUES & IBCP

## ARIS Core Values

## IBCP

Greatness in Everyone



Develops high levels of self-esteem through meaningful achievements through Personal & Professional Skills and CRS.

Learning with Everyone



Allows the students to become lifelong learners through the strong framework of IB subjects.

Creativity & Innovation by Everyone



Allows the students to be involved in their learning and providing opportunities to apply their knowledge to real world scenarios to make a positive difference.

Service to Everyone



Helps our students to prepare for effective participation in life through service learning.

Change for Everyone



Encourages students to take responsibility for their own actions.



# STRUCTURE OF IBCP AT ARIS

## OVERVIEW

*The uniqueness of the IBCP comes from the varied learning experiences, allowing to create more balanced and rounded students.*

The structure of the IBCP programme contains 4 main components which are the CP core, the career-related study, a choice of 2 to 4 DP subjects and internship.

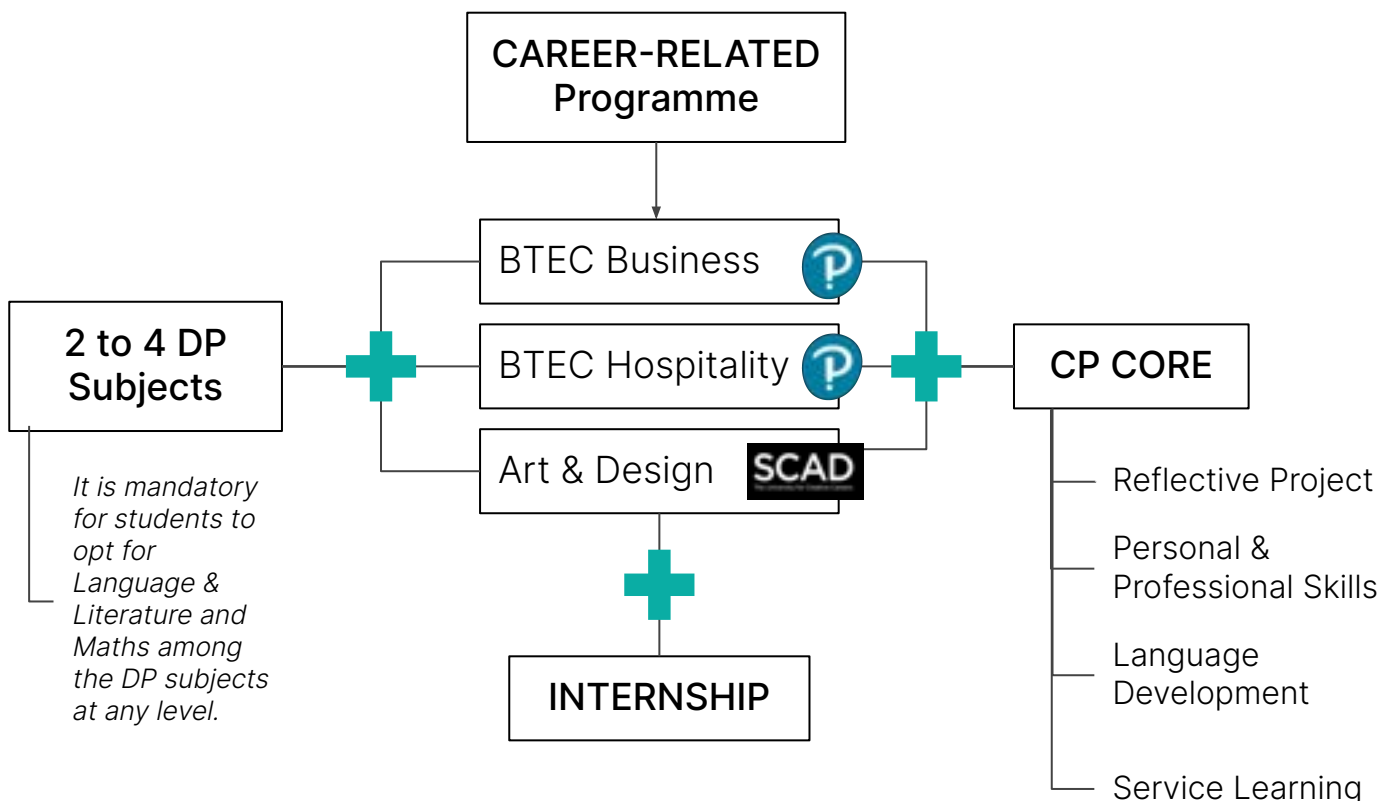
The CP core consists of 4 mandatory subjects which are Reflective Project, Personal & Professional Skills, Language Development and Service Learning.

For the Career-Related Study (CRS), the student should choose one of the following career paths:

- 1- BTEC International Level 3 Business
- 2- BTEC International Level 3 Hospitality
- 3- Art & Design with SCAD

The Business and Hospitality pathways are provided by Pearson BTEC and taught by trained ARIS teachers, where ART and Design is delivered through SCAD online classes.

The students have the choice to choose between 2 to 4 DP subjects that supports their career-related study. However, at ARIS, for university admission purposes, Language and Literature and Maths are mandatory subjects among the DP subjects.



## DISTRIBUTION OF PERIODS

The subjects of the IBCP are spread out throughout two years to meet the requirements for each subject.

| Subjects                            | Number of Periods/week |
|-------------------------------------|------------------------|
| CRS (Business, Hospitality or SCAD) | 9 periods              |
| Reflective Project                  | 2 periods              |
| Personal & Professional Skills      | 2 periods              |
| Language Development                | 2 periods              |
| Service Learning                    | 2 periods              |
| DP subject 1- Language & Literature | 5 periods              |
| DP subject 2- Maths                 | 5 periods              |
| DP subject 3                        | 5 periods              |
| DP subject 4                        | 5 periods              |
| Wellbeing                           | 1 period               |
| <b>TOTAL</b>                        | <b>38 periods</b>      |

# IBCP Team Contact List

## LEADERSHIP TEAM

### Director of School

Dr Fatma Odaymat - fodaymat@aris.edu.gh

### Head of School

Ms Alpana Mukherjee - amukherjee@aris.edu.gh

### IBCP Coordinator

Ms Farah Abdul Wahab - [fabdulwahab@aris.edu.gh](mailto:fabdulwahab@aris.edu.gh)

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## CP CORE TEAM

### Reflective Project Coordinator

Mr Richard Annobil - rannobil@aris.edu.gh

### Personal & Professional Skills Coordinator

Ms Alpana Mukherjee - amukherjee@aris.edu.gh

### Language Development Coordinator

Ms Rosemary Quarcoo- rquarcoo@aris.edu.gh

### Service Learning Coordinator

Mr kelvin Apeti - kapeti@aris.edu.gh

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## CRS TEAM (BTEC)

### BTEC Business Facilitator

Mr Mansur Abubakar - mabubakar@aris.edu.gh

### BTEC Hospitality Facilitator

Ms Nusiratu Salah - nsalah@aris.edu.gh

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## DP SUBJECTS

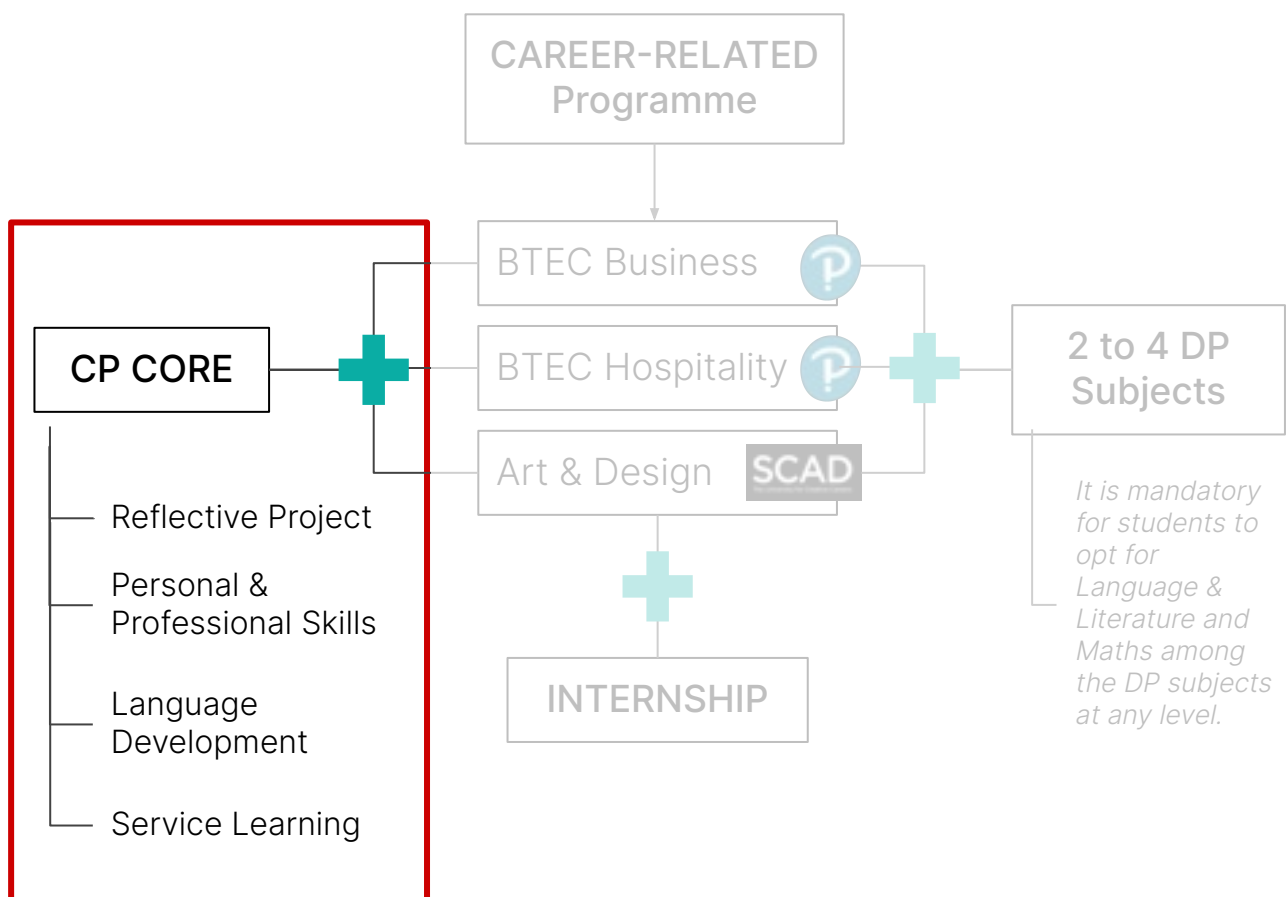
### IBDP Coordinator

Ms Dorinda Tham - dpcoordinator@aris.edu.gh



# CP CORE

A Blend of Academic and Practical Skills.



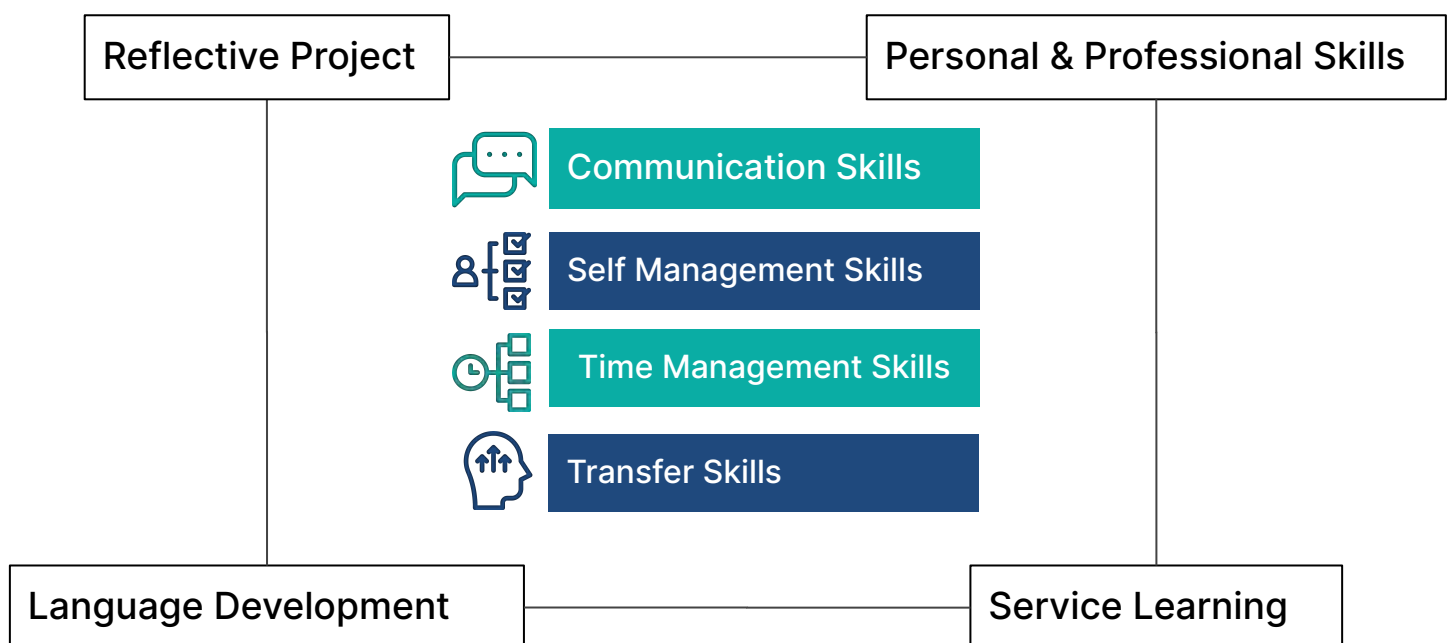
# The CP Core

The CP core enhances student's personal and interpersonal development, with an emphasis on experiential learning. The CP core bridges the IB academic courses and the career-related study and provides students with a combination of academic and practical skills.

## AIMS OF THE CP CORE

Drawing on the attributes of the learner profile, the core of the programme aims to develop students who are:

- thoughtful and active citizens
- responsible for their own learning and development
- competent and confident communicators
- reflective, creative and critical thinkers
- aware of our shared human condition
- able to establish a sense of identity in a context of time and place
- prepared to think about the needs, values and perspectives of other people
- active participants in their own intercultural learning.



## REFLECTIVE PROJECT

The reflective project is one of the four compulsory components of the IB Career-related Programme (CP) core.

The reflective project is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. It is the product of the students' own initiative and should reflect their personal experience of the CP. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches.

The reflective project focuses on an ethical dilemma of an issue directly linked to the student's career-related study.

In addition to a written essay, students keep a record of their reflections on the process of undertaking and completing the reflective project using the *Reflections on planning and progress form* (RPPF). This record forms part of the final reflective project assessment.

### Aims

The reflective project aims to give students the opportunity to:

- produce an extended piece of work
- engage in personal inquiry, action and reflection on a specific ethical dilemma
- present a structured and coherent argument
- engage with local and/or global communities
- develop research and communication skills
- develop the skills of critical and creative thinking.

### Requirements

All CP students are required to complete the reflective project.

Students are told about the reflective project at the beginning of the CP in order to be thinking about, and working on, the reflective project throughout their CP.

### Time required

Students are expected to devote a minimum of **50 hours** to the reflective project.

## The career-related context

From their career-related study, students identify an issue of interest then explore the ethical dimension associated with the issue in order to arrive at a focused ethical dilemma. The reflective project's primary focus is the ethical dilemma embedded within the issue, not the issue itself.

Students undertake research and analysis on the chosen ethical dilemma. This research will include consultation with the local and/or global community.

Linking the reflective project to the career-related studies of students provides a way for them to explore ethical dilemmas in real-life situations.

## Key content

While there is no prescribed structure for the project, the following features must be included.

### The issue

Students need to explain the issue and clearly and explicitly link it to their career-related study. However, they must also remain aware that the issue itself is not the main focus of the reflective project.

### The ethical dilemma

Students must be able to recognize the ethical dilemma that arises from the issue.

### Research question

Students need to identify and describe accurately the question to be answered that explicitly references the ethical dilemma that has been identified.

### The research

Students must provide evidence of research that supports different viewpoints on the ethical dilemma. They should also critically examine the research itself.

There are five main stages in the research process:

1. Defining the research's purpose and objectives and the research question.
2. Conducting a literature review.
3. Designing appropriate data collection methods and analysing the data.
4. Reflecting on the research methodology adopted.
5. Presenting the research findings.

## Critical analysis of the ethical dilemma

This involves students evaluating the viewpoints on the ethical dilemma and then articulating their own point of view based on reasoned argument.

## References, citations and a bibliography

The reflective project is an academic piece of work and should be presented as such. This ensures academic honesty and allows the readers to check the evidence themselves.

- A reference acknowledges the source of the information that the student has used.
- A citation is a shorthand method of referencing, which is then linked to the bibliography.
- A bibliography is an alphabetical list (by author) of every source cited in the project.
- Students must use a consistent style of referencing throughout the reflective project. For further information please consult the IB publications *Academic honesty in the IB educational context* and *Effective citing and referencing*.
- Appendices, footnotes and endnotes are not necessary but if students choose to use them they should do so appropriately and not circumvent the word limit.

## Format

At the end of the project, students submit:

- an essay or an essay with an additional format—see Options 1 and 2 below
- a *Reflections on planning and progress form* (1,000 words).

Students can choose to present their reflective project in one of two ways:

### Option 1

A written essay (maximum 3,000 words). This should cover all the reflective project's requirements except reflection, which forms the content of the RPPF.

### Option 2

A written essay (1,500–2,000 words) accompanied by an additional format (film, oral presentation, interview, play or display). Together, the written essay and additional format should cover all the reflective project's requirements except reflection.



## Assessment

The school assesses all reflective projects. The IB will then select a sample for the school to send to an external moderator for confirmation of the school's marks.

Students will be assessed on two aspects of the project:

- the approach they use to complete the reflective project—the process
- the output from that process—the product.

The reflective project is assessed using five assessment criteria designed to foster independent study and encourage students to use their own initiative.

| Criterion                                 | Aspect of reflective project assessed   | Marks available |
|---|---|-----------------|
| A: Focus and method                       | <ul style="list-style-type: none"><li>• Ethical dilemma and issue</li><li>• Research question</li><li>• Methodology</li></ul>                             | 6 marks         |
| B: Knowledge and understanding in context | <ul style="list-style-type: none"><li>• Context</li><li>• Local or global example</li><li>• Alternative perspectives and perceptions of dilemma</li></ul> | 9 marks         |
| C: Critical thinking                      | <ul style="list-style-type: none"><li>• Research</li><li>• Analysis</li><li>• Discussion and evaluation</li></ul>   | 12 marks        |
| D: Communication                          | <ul style="list-style-type: none"><li>• Structure</li><li>• Layout</li></ul>  | 3 marks         |
| E: Engagement and reflection              | <ul style="list-style-type: none"><li>• Process</li><li>• Engagement</li><li>• Research focus</li></ul>   | 6 marks         |
| <b>TOTAL</b>                              |   | <b>36</b>       |

## Timeline

| Activity  | Due                         |
|---|-----------------------------|
| <b>CP1- Year 1 Semester 1, 2022</b>   |                             |
| Understanding the reflective project  | By end of August            |
| Reflection/ defining the investigation  | By end of September         |
| Investigating the ethical dimensions  | By mid-October              |
| The research questions  | After mid-October break     |
| Critical thinking / role of supervisor. Students can start looking and discussing with potential supervisors. | By end of November          |
| Time and process management   | By end of December          |
| <b>CP1- Year 1 Semester 2 - 2023</b>  |                             |
| Identify the topic or issue to be explored. Start your RRS on Bulb.<br>Finalise choice of supervisor.         | By end of January           |
| Create an initial plan about the format   | By Middle of February       |
| Meet with supervisor to discuss progress with issue, dilemma and research question                            | By end of February          |
| complete first reflection on RPPF   | By end of February          |
| Research- creation of system for note-taking  | Beg. of March               |
| Sources Identified  | March before mid-term break |
| Source list complete  | March after mid-term break  |
| Finalise research question  | March after mid-term break  |
| Literature review of sources and adapt plan if needed   | By end of April             |
| Meet with supervisor to discuss literature review   | By mid of May               |
| re-evaluate plan and create final essay outline   | By mid of May               |

## Timeline

| Activity   | Due                    |
|--|------------------------|
| <b>CP2- Year 2 Semester 1</b>                    |                        |
| First draft completed                            | By end of September    |
| complete checklist before submitting             | By end of September    |
| Meet with supervisor to discuss progress         | By mid-October         |
| Complete second RPPF                             | By mid-October         |
| Receive spoken feedback from supervisor on draft | By end of November     |
| <b>CP2- Year 2 Semester 2</b>                    |                        |
| Complete final draft of RP                       | By end of January      |
| Meet with supervisor                             | By mid February        |
| Complete final RPPF                              | By mid February        |
| Supervisor confirms its authenticity.            | By first week of march |
| Marking and Moderation of RP by supervisors      | By end of March        |
| Submission of RP to IBIS                         | By 15th of April       |

## PERSONAL & PROFESSIONAL SKILLS

The personal and professional skills course (PPS) is a compulsory component of the Career-related Programme (CP) core.

Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

Other qualities the course should encourage include:

- responsibility
- perseverance
- resilience
- self-esteem
- academic honesty.

### Aims

The overall aims of personal and professional skills are for the students to:

- develop as reflective and lifelong learners who can adapt to diverse situations
- recognize personal strengths and identify ways to overcome challenges
- be aware of and respond effectively to ethical dilemmas
- value diversity of cultures and perspectives
- demonstrate the ten attributes of the IB learner profile.

### Time required

The personal and professional skills course requires a minimum of **90 timetabled hours**.

## Five central themes

There are five themes in personal and professional skills:

1. Personal development.
2. Intercultural understanding.
3. Effective communication.
4. Thinking processes.
5. Applied ethics.

## Learning Outcome

These learning outcomes articulate what a CP student can do at some point during his or her personal and professional skills course. The focus on learning outcomes emphasises that the quality of the course and its contribution to the student's development are of most importance.

|        |  |
|--------|--|
| L.O. 1 | identifies their strengths and develops areas for growth   |
| L.O. 2 | demonstrate the ability to apply thinking processes to personal and professional situations.                 |
| L.O. 3 | Recognize and be able to articulate the value of cultural understanding and appreciation for diversity.      |
| L.O. 4 | demonstrates the skills and recognise the benefits of communicating effectively and working collaboratively. |
| L.O. 5 | Recognize and consider the ethics of choices and actions.  |

## Evidencing the outcomes

The students demonstrate some of these learning outcomes in various activities either as individual work or group work. However, we consciously design activities that allow students to collect evidence of every outcome. Students are required to document their learning outcomes in Managebac and in a digital portfolio. They must present evidence and reflections covering the above learning outcomes at the end of the two years.

## The career-related context

The personal and professional skills course emphasises skills for the workplace, as they are transferable and can be applied in a range of situations.

This course is tailored to students so that they can make links to their career- related studies.

## Assessment

At the end of the course, the students should submit a digital portfolio that contains evidence of achieving all their learning outcomes in all 5 themes at least twice. CP core portfolio presentations takes place at the end of each semester to ensure that students are on track. The PPS coordinator assess the digital portfolio and decide if the student has successfully completed the course.

## Timeline

### Year 1 - CP1

| Semester 1  | Topic/ Sub-Topic                   | Completed by          |
|---|------------------------------------|-----------------------|
| Theme 1: Personal Development                       | 1.1 Self-awareness                 | September             |
|   | 1.2 Self-management                | October               |
|   | 1.3 Relationship Management        | October               |
| Theme 2: Applied ethics                             | 2.1 Introducing ethical dilemmas   | September (completed) |
|   | 2.2 Case studies in applied ethics | Nov- jan              |
|   | 2.3 Professional ethics            | Nov - Jan             |
| <b>Semester 2</b>                                   |                                    |                       |
| Theme 3: Effective Communication                    | 3.1 Interpersonal Skills           | February              |
|   | 3.2 Literacies                     | Feb -March            |
|   | 3.3 Self-expression                | March - April         |
| <b>Presentation of Digital Portfolio for Year 1</b> |                                    | May                   |

### Year 2 - CP2

| Semester 1  | Topic/ Sub-Topic             | Completed by |
|---|------------------------------|--------------|
| Theme 4: Intercultural understanding                | 4.1 Cultural Identity        | Aug- Sept    |
|   | 4.2 Cultural Diversity       | Sept-Oct     |
|   | 4.3 Intercultural Engagement | Oct-Nov      |
| Theme 5: Thinking processes                         | 5.1 Critical thinking        | Nov-Dec      |
|   | 5.2 Creative thinking        | Jan - feb    |
|   | 5.3 Application of thinking  | February     |
| <b>Presentation of Digital Portfolio for Year 2</b> |                              | March        |

# LANGUAGE DEVELOPMENT

Language development is one of the four compulsory components of the IB Career-related Programme (CP) core.

Language development ensures that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education.

Language development encourages students to improve their proficiency in a language other than their best language.

## Aims

The IB acknowledges the crucial role of language in an IB education and, as such, is committed to providing language development for all CP students.

The aims of language development are to:

- enable students to understand and use the language they have studied in context
- encourage an awareness and appreciation of the different perspectives of people from other cultures
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

These aims are applicable to all students, regardless of the level of linguistic proficiency they have when they begin the CP. Language development is designed to accommodate all students and ensure they are exposed to language other than their best language that will assist and further their understanding of the wider world.

## Time required

Students are expected to devote a minimum of **50 hours** to language development.

## Objectives

In language development, the objectives are organized into four communicative processes:

1. Oral communication
2. Visual interpretation
3. Reading comprehension
4. Writing

## Objectives

In language development, the objectives are organized into four communicative processes:

1. Oral communication
2. Visual interpretation
3. Reading comprehension
4. Writing

## The career-related context

The CP seeks to utilize aspects of the core to support the career-related studies of the students. This directly relates to the CP aim of providing “students with a basis for further study, work and leisure through the use of an additional language”.

It is recommended that the provision of language development relates to, or reflects, the career-related studies of a student. This provides the student with opportunities to explore how language is used in everyday situations.

## Assessment

At the end of the course, the students should submit a digital portfolio that contains evidence of achieving all their objectives at least twice. CP core portfolio presentations takes place at the end of each semester to ensure that students are on track. The LD coordinator assess the digital portfolio and decide if the student has successfully completed the course.



# Timeline

## Year 1 - CP1

| Topic   | Content + Sub topic  | Completed by Indicate by Month. |
|---|--|---------------------------------|
| <b>Section 1 - Profile:</b><br><br><b>Complete</b> the <a href="#">Language and Culture Questionnaire</a> and the <a href="#">Self-Assessment of Language proficiency</a> |  | Year 1 (August)                 |
| <b>Set</b> goals using the <a href="#">Language Development Goals Form.</a>   |  | Year 1 (September)              |
| <b>Check-in</b> with Language Development mentor.   |  | Year 1 (September)              |
| <b>Section 2 -</b><br><br>Level 1(Phase Level 1(Phase 1&2):<br>1. Language basics<br><br>2. Greetings and introductions<br><br>3. <b>Work and school</b><br>4. Shopping   | Recognition (Visual Interpretation)<br><br>Pronunciation (Oral Communication)<br><br>Reading Comprehension<br><br>Spelling (Writing) | Year 1 (October.- December)     |
| <b>Reflection</b> on tasks and activities in the <a href="#">Experience Reflection Journal</a> .  | Record the process and progress of your language learning experiences.   | On-going monthly review         |
| Level 2:<br><br>1. Travel<br>2. Past and future<br>3. <b>Friends and social life</b><br>4. Dining and vacation  | Recognition (Visual Interpretation)<br><br>Pronunciation (Oral Communication)<br><br>Reading Comprehension<br><br>Spelling (Writing) | Year 1 (January - April)        |

## Timeline

### Year 2 - CP2

| Topic  | Content + Sub topic  | Completed by Indicate by Month. |
|--|--|---------------------------------|
| Level 3:<br><br>1. Home and health<br>2. <b>Life and world</b><br>3. Everyday things<br>4. Places and events                                   | Recognition (Visual Interpretation)<br><br>Pronunciation (Oral Communication)<br><br>Reading Comprehension<br><br>Spelling (Writing) | Year 2 (August - September))    |
| Level 4:<br><br>1. Tourism and recreation<br>2. <b>Professions and hobbies</b><br>3. At home and around town<br>4. Style and personal wellness | Recognition (Visual Interpretation)<br><br>Pronunciation (Oral Communication)<br><br>Reading Comprehension<br><br>Spelling (Writing) | Year 2 (October - December)     |
| Level 5:<br><br>1. <b>Business and industry</b><br>2. Arts and academics<br>3. Emergency situations<br>4. Family and community                 | Recognition (Visual Interpretation)<br><br>Pronunciation (Oral Communication)<br><br>Reading Comprehension<br><br>Spelling (Writing) | Year 2 (January- April)         |

## SERVICE LEARNING

Service learning is a component of the Career-related Programme core.

Service learning provides opportunities for students to understand their capacity to make a meaningful contribution to their community and society. Through service learning, students develop and apply academic knowledge, personal skills and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions. The purpose is for students to contribute to society by improving the lives of people or assisting the environment or animals.

Service learning benefits all involved—students as they continue developing skills and knowledge applied to real-life situations, and the community through reciprocal collaboration. Service learning fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. The process of service learning is best when understood and organized as an ongoing experience occurring with regularity throughout the duration of the students' CP.

The five service learning stages offer a helpful ongoing process framework for students.

Reflection is central to building a deep and rich experience in service learning. Reflection allows students to explore ideas, skills, strengths, limitations and areas for further development, and to consider how they may apply their prior learning and background in new contexts.

### Aims

The aims of service learning are for students to:

- develop and apply knowledge and skills towards meeting an authentic community need
- develop as leaders who take initiative, solve problems and work collaboratively with others
- enjoy the experiences of both learning and service
- develop a sense of caring about, and a responsibility for, others
- gain a deeper understanding of themselves, their community and society through meaningful reflection
- enhance and strengthen their experience with the existing school curriculum.

### Time required

A minimum of **50 hours** is expected to be devoted to service learning.

## SERVICE LEARNING

Service learning is a component of the Career-related Programme core.

The five learning outcomes articulate what CP students are able to do at some point during their service learning programme. Through meaningful and purposeful service learning experiences, students develop the necessary skills, attributes and understandings to achieve the five service learning outcomes.

The five service learning outcomes are:

| NB   | Learning Outcome  | Descriptor  |
|------|---|---|
| LO 1 | <b>Identify own strengths and develop areas for growth</b>                          | Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.   |
| LO 2 | <b>Demonstrate participation with service learning experiences</b>                  | Students can articulate the five stages from investigating and conceiving an idea to executing a plan for a service learning experience or series of service learning experiences. Students may show their knowledge and awareness by building on a previous service learning experience, or by launching a new idea or process, or by advancing the work of others. This may be accomplished in collaboration with other participants. |
| LO 3 | <b>Demonstrate the skills and recognize the benefits of working collaboratively</b> | Students are able to identify and critically discuss the benefits and challenges of collaboration gained through service learning experiences.  |
| LO 4 | <b>Demonstrate engagement with issues of global significance</b>                    | Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.  |
| LO 5 | <b>Recognize and consider the ethics of choices and actions</b>                     | Students show awareness of the consequences of choices and actions in planning and carrying out service learning experiences.   |

### Evidencing the outcomes

Some service learning outcomes may be achieved many times, while others may be demonstrated less frequently. Not all service learning experiences lead to a service learning outcome.

Students provide the school with evidence in their service learning portfolio of having achieved each learning outcome at least twice through their service learning programme.

## The career-related context

With many students, it may be appropriate for the service learning plans and identified need to be correlated to their career-related studies. If, for example, students are undertaking a course on health care as part of their career-related studies, service learning experiences related to hospitals, health clinics, rehabilitation centres and nursing homes could be ideal.

For some students, exploring a distinct or different area of interest may develop or provoke new avenues for exploration and open further career opportunities. In most service learning experiences, students will come into contact with people in diverse roles in society and learn about careers that may be new to them, or that they may experience and understand in new ways.

## Requirements

All CP students are required to engage in a service learning programme. Completion of service learning is based on student achievement of the five service learning outcomes.

All students are required to maintain and complete a service learning portfolio as evidence of their engagement with service learning throughout the programme and of application of the five stages of service learning. While not formally assessed, the portfolio gives students an opportunity to outline and reflect on their service learning experience. This provides the school with evidence that the student has achieved the five service learning outcomes.

As part of the programme, students engage in three interviews with their service learning coordinator. These formal interviews are documented by the coordinator and the student as further evidence of student achievement of the five outcomes.

- The first interview is at the beginning of the service learning programme.
  - The second interview is at the end of the first year of the service learning programme.
  - The third interview is at the end of the service learning programme.
- The provision of service learning is expected to run concurrently with the other components of the CP core.

## Assessment

At the end of the course, the students should submit a digital portfolio that contains evidence of achieving all their learning outcomes at least twice. CP core portfolio presentations takes place at the end of each semester to ensure that students are on track. The SL coordinator assess the digital portfolio and decide if the student has successfully completed the course.

## The 5 Stages of Service Learning

The five stages of service learning (adapted from *Five stages of service learning*, Kaye 2010) offer a helpful and supportive framework and continuum of process; this is the expected approach for service learning.

The process of service learning, when done well, engages students in inquiry. Students:

- **investigate** an interest that often raises questions and curiosity and typically reveals an authentic need
  - **prepare** by learning more to deepen understanding
  - take **action** based on the verified need
  - **reflect** on what they have done along the way
  - **demonstrate** their understandings and accomplishments to an audience.
- These service learning stages ensure that students gain experience with a reliable yet flexible structure that they can then apply with confidence to future situations in many aspects of their life.

There are three parts in the service learning model:

The core is the curriculum; the service learning experience draws from and enhances academic learning.

The surrounding circles and arrows represent the process with four key parts: investigation, preparation, action and reflection (occurring intermittently in response to significant experiences).

The outer circle has two parts and guides students in summarizing their experience: reflection and demonstration.

For all service learning experiences, students begin with investigation.

During ongoing service learning experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas to address the same or different aspects of the identified need.



Figure 3  
The service learning model

## The 4 Types of Action

During the stages of investigation and preparation of the five stages of service learning, students identify a need and learn more about the issue, situations and circumstances. They also determine an appropriate form of **action** that addresses this societal or community need. This often requires students to verify the need and to innovate or join others already engaged in purposeful action. By engaging in different types of service learning within the CP, students accumulate different ways of knowing about their community and their potential for contributing to societal change.

The type of action and what is done as action is enhanced when students draw from their interests, skills and talents; this accounts for high levels of engagement as they also integrate academic content and knowledge.

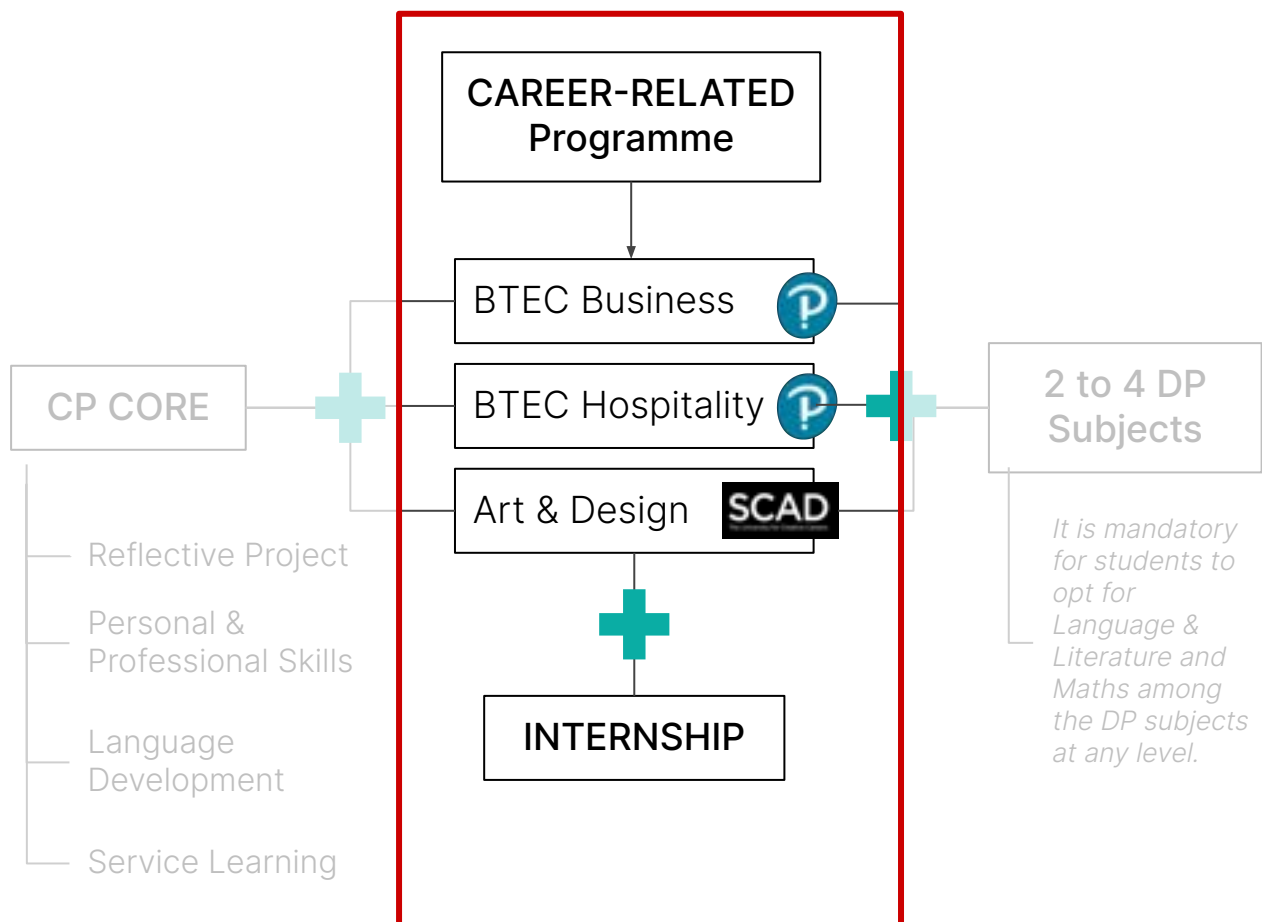
The four types of action are:

- **Direct service:** Students engage directly with the people, environment or animals.
  - *Examples:* Students could undertake one-on-one tutoring, develop a garden in partnership with refugees, or work in an animal shelter.
- **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment.
  - *Examples:* Students could redesign a non-profit organization's website, write picture books to teach a language, or nurture tree seedlings for planting.
- **Advocacy:** Students speak on behalf of an issue of public interest in order to promote awareness and understanding through dispersal of accurate information that may lead to others taking action.
  - *Examples:* Students could lead an awareness campaign on hunger, perform a play about replacing bullying with respect, or create a video about sustainable water solutions.
- **Research:** Students collect information from various sources, analyse data and report on a topic of importance to influence policy or practice.
  - *Examples:* Students may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.



# CAREER-RELATED STUDIES

The beginning of your Professional Journey!





## The CP Career-Related Studies

The Career-related studies (CRS) is offered as part of the part of the International Baccalaureate Career-related Programme (IBCP). It focuses on preparing students for a specific career or field of work. Career-related studies can help students to develop the skills and knowledge they need to succeed in their chosen careers through vocational courses, internships and work experience placements.

At ARIS, we collaborate with Pearson BTEC to offer students a career pathway in either Business or Hospitality and Savannah College of Art & Design (SCAD) for the students who would like to pursuit a career in Art & Design.

### TESTIMONIES FROM OUR CP STUDENTS

Jaimen wanted to study a course that is more aligned with his passion and ambitions for the future, which the IBCP fitted.

Since studying for the CP, Laren has been given many opportunities to acquire and develop skills much needed for her Pharmacy course.

Everyone says the CP opened their eyes to the many opportunities available and enabled them in turning their dreams into reality.

Khaled believes studying the CP has accelerated the development of his organisational and communication skills.

## Pearson International Level 3 Subsidiary Diploma in Business

The **Pearson BTEC International Level 3 Subsidiary Diploma in Business (360 GLH)** is a qualification for students wanting to continue their education through applied learning, who aim to progress to higher education and ultimately to employment, probably in the business sector. The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is also appropriate for and consistent with current practice.

Everyone will study two mandatory units, and optional units totaling at least 180 GLH. Optional units have been designed to support progression to the range of sector-related courses in Higher Education and to link with relevant occupational areas. They cover content areas such as human resources, accounting and management.

### Units Details

#### Mandatory units

There are two mandatory units, one internal and one set assignment unit. Learners must complete and achieve a Pass or above in these mandatory units.

#### Optional units

Learners must complete additional units totaling at least 180 GLH. Some combinations of optional units may result in an additional 30 GLH being taken.

| Pearson BTEC International Level 3 Subsidiary Diploma in Business |  |     |           |                |
|---|--|-----|-----------|----------------|
| Unit Number   | Unit Title                             | GLH | Type      | How assessed   |
| <b>Mandatory units – learners complete and achieve all units</b>  |  |     |           |                |
| 1   | Exploring Business                     | 90  | Mandatory | Internal       |
| 2   | Research and Plan a Marketing Campaign | 90  | Mandatory | Set assignment |
| <b>Optional units-learners complete units totalling 180 GLH</b>   |  |     |           |                |
| 3   | Business Finance                       | 90  | Optional  | Internal       |
| 7   | Principles of Management               | 120 | Optional  | Set assignment |

## Pearson International Level 3 Subsidiary Diploma in Hospitality

### Pearson BTEC International Level 3 Subsidiary Diploma in Hospitality (360 GLH)

prepares learners for employment in the appropriate vocational sectors. It is suitable for those who have decided and wish to enter a particular job market or professional career in Hospitality. Upon completion of the BTEC International Level 3 Subsidiary Diploma in Hospitality, students have options to pursue employment or further studies in the university.

The objectives of the career related study BTEC International Level 3 Subsidiary Diploma in Hospitality are:

- To provide an engaging, stimulating and challenging programme that combines subject knowledge and practical industry experience to students.
- To provide students with skills required in the hospitality business for enhanced performance in their career paths.
- To encourage international mindedness through cross-cultural diversity in the food and tourism courses of the subject.

### Units Details

#### Mandatory units

There are three mandatory units, of which two are set assignment units. Learners must complete and achieve a Pass or above in the mandatory units.

#### Optional units

Learners must complete at least three optional units.

| Pearson BTEC International Level 3 Subsidiary Diploma in Hospitality |  |     |           |                |
|--|--|-----|-----------|----------------|
| Unit Number  | Unit Title   | GLH | Type      | How assessed   |
| <b>Mandatory units – learners complete and achieve all units</b>     |  |     |           |                |
| 1  | The Hospitality Industry                                   | 60  | Mandatory | Set assignment |
| 2  | Environment and Sustainability in the Hospitality Industry | 60  | Mandatory | Set assignment |
| 3  | Customer Service provision in Hospitality                  | 60  | Mandatory | Internal       |
| <b>Optional units</b>  |  |     |           |                |
| 15   | Front Office Operations                                    | 60  | Optional  | Internal       |
| 16   | Accommodation Operations                                   | 60  | Optional  | Internal       |
| 19   | Events in Hospitality                                      | 60  | optional  | Internal       |

## Mode of Delivery

The mode of delivery for the career pathways in Business or Hospitality is fully face to face. The BTEC team at ARIS has received a training from Pearson BTEC to become a center and qualify teachers to deliver the units.

## Understanding the qualification grade in Pearson BTEC

Each unit within the qualification has specified assessment and grading criteria, which are to be used for grading purposes.

### Grading Criteria

A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied all the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.
- Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'

The learner will be taught the background information by doing class activities and research tasks. Then he/she will be given an assignment to complete. The assignment will be a written or practical task(s) to give the learner the opportunity to achieve the basic Pass level.

The more complex tasks that require more research and independence will allow the learner to achieve Merit and Distinction grades. It is very important to meet the deadlines so that he/she can get feedback from your tutor(s) and understand how to reach the higher grades. Evidence of learner's coursework may be a written piece of work, an information poster or presentation. Evidence may also be submitted by 'witness/observation statement records' where the tutor(s) writes a short account of a practical activity the learner has undertaken. He/She can include videos and photographs that show the skills they have learnt.

## Points available for units

The table below shows the number of points available for internal units. For each internal unit, points are allocated depending on the grade awarded.

|                    | Unit Size |        |         |
|--------------------|-----------|--------|---------|
|                    | 60 GLH    | 90 GLH | 120 GLH |
| <b>U</b>           | 0         | 0      | 0       |
| <b>Pass</b>        | 6         | 9      | 12      |
| <b>Merit</b>       | 10        | 15     | 20      |
| <b>Distinction</b> | 16        | 24     | 32      |

## Calculation of qualification grade

The final qualification grade will be calculated based on the sum of all the points units earned in each unit.

|                     | Subsidiary Diploma |                  |
|---------------------|--------------------|------------------|
|                     | 360 GLH            |                  |
|                     | Grade              | Points threshold |
| <b>U</b>            | U                  | 0                |
| <b>Pass</b>         | P                  | 36               |
| <b>Merit</b>        | M                  | 52               |
| <b>Distinction</b>  | D                  | 74               |
| <b>Distinction*</b> | D*                 | 90               |

## Award of certificates with Pearson BTEC

The students who successfully pass all their units and met the minimum requirements will be awarded a certificate with Pearson BTEC in addition to the IBCP Diploma. A transcript will be enclosed with the Pearson BTEC certificates that indicates the grades obtained for each unit.

For more information on BTEC courses, refer to the [BTEC learner handbook](#).

## INDUCTION SESSION

The first two weeks of the start of IBCP, the students go through an induction session that will take them through all the requirements and information needed to pass the BTEC successfully.

This is the induction template that students will complete by the end of the first two weeks.

| Section A: Induction to BTEC Qualifications   |           |                |
|---|-----------|----------------|
| Topic to be covered   | Comments  | Date Completed |
| Key documents <ul style="list-style-type: none"> <li>Learner Handbook</li> </ul>  |           |                |
| What is the content and structure of my BTEC course? <ul style="list-style-type: none"> <li>Units or Components being delivered</li> <li>Difference between Mandatory, Core and Optional</li> <li>Learning Outcomes (Aims)</li> <li>Grading Criteria &amp; terminology</li> </ul> |           |                |
| Understand the BTEC Quality Assurance <ul style="list-style-type: none"> <li>Internal Assessment Rules</li> <li>External Assessment</li> <li>Appeals</li> </ul>   |           |                |
| Understanding how to achieve a qualification <ul style="list-style-type: none"> <li>Assessment Grades</li> <li>Calculating unit grades</li> <li>Calculating final grades</li> <li>Tracking your progress</li> </ul>   |           |                |
| Understand and interpret the content and design of assessments <ul style="list-style-type: none"> <li>Assessment design</li> <li>Assessment deadlines</li> <li>Understanding the Scenario</li> <li>Producing independent and authentic work</li> </ul>                            |           |                |
| What is Plagiarism? <ul style="list-style-type: none"> <li>What constitutes plagiarism?</li> <li>Consequences and impact on success</li> <li>Centre disciplinary process</li> </ul>   |           |                |
| Employer Involvement (if applicable to the qualification) <ul style="list-style-type: none"> <li>Time required</li> <li>Type of work experience</li> <li>How to evidence</li> </ul>   |           |                |
| Where can I find subject specific support? <ul style="list-style-type: none"> <li>Learning Resources</li> <li>Website key pages</li> </ul>  |           |                |
| Signatures  |           |                |
| Printed Name / Position<br>(delete as needed)   | Signature | Date Completed |
| Learner   |           |                |
| Assessor/Personal Tutor   |           |                |

Refer to the [resources](#) section to get access to the templates.

## SUBMISSION OF BTEC ASSIGNMENTS

An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria. For most units, teachers will set the assignments. For controlled assessment units, Pearson will set the assignment. At the end of each assignment submission, the student should submit a declaration and authentication form.

### BTEC LEARNER ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

|                                     |  |
|-------------------------------------|--|
| Learner Name:                       |  |
| Assessor Name:                      |  |
| BTEC Programme Title:               |  |
| Unit or Component Number and Title: |  |
| Assignment Title:                   |  |
| Date Assignment Submitted:          |  |

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

| Assignment task reference | Evidence submitted |
|---------------------------|--------------------|
|                           |                    |
|                           |                    |
|                           |                    |
|                           |                    |

|  |       |
|--|-------|
| <b>Learner declaration</b>   |       |
| I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. |       |
| Learner signature:   | Date: |

Refer to the [resources](#) section to get access to the templates.



## Art & Design with Savannah college of Art & Design (SCAD)

The Savannah College of Art and Design provides a learning pathway for students to begin their journey toward an art and design career by completing university-level courses at SCAD before beginning full-time studies.

The Savannah College of Art and Design is a private, non-profit, accredited university, offering more than 100 academic degree programs in more than 40 majors across its locations in Atlanta and Savannah, Georgia; Lacoste, France; and online via SCAD eLearning.

SCAD enrolls approximately 15,000 undergraduate and graduate students from more than 100 countries. The innovative SCAD curriculum is enhanced by advanced professional-level technology and other learning resources, as well as opportunities for internships, professional certifications, and collaborative projects with corporate partners.

### Career-related Studies (CRS)

The SCAD IBCP Pathway is an excellent and customizable platform that allows qualified high school students to begin their journey toward an art and design career — and a rewarding creative career — by completing university-level courses at SCAD before beginning full-time studies. Via specialized course tracks, IBCP students earn up to 25 college credit hours offered through the award-winning SCAD eLearning platform.

Students will have access to SCAD's immersive academic resources to ensure success throughout the extent of the program. Students will have the opportunity to connect with SCAD faculty, enjoy weekly virtual events, and gain experience working with like-minded artists and designers, all while expanding their network of creatives. Course tracks include both general foundation-level options and SCAD degree program pathways like advertising, business of beauty and fragrance, and interactive design and game development. Out of the 11 IBCP pathway tracks, seven of the pathways can be transitioned into one of the 18 STEM programs at SCAD and the remaining 4 pathways can transition into Non-STEM programs. All IBCP students are also eligible for a 50% tuition grant for the program - which will be automatically reviewed during the application process.



## Tracks available for a CP student

CP students will take one of the eleven tracks offered by SCAD as the Career-Related Study (CRS), alongside at least 2 DP courses and the CP core.

**Track 1A:** General/Foundations – STEM eligible

**Track 1B:** General/Foundations – Digital Media Majors – STEM eligible

**Track 2A:** General/Foundations and Liberal Arts – STEM eligible

**Track 2B:** General/Foundations and Liberal Arts (No DRAW 100 Required)

**Track 3:** Advertising and Branding – STEM program

**Track 4:** Graphic Design – STEM program

**Track 5:** Interactive Design and Game Development – STEM program

**Track 6:** Photography

**Track 7:** Sequential Art

**Track 8:** Business of Beauty and Fragrance

**Track 9:** Fashion Marketing and Management

**Track 10:** Social Strategy and Management – STEM program

**Track 11:** Custom Tracks: Students can customize classes based on their needs and interests

Each tracks contains a combination of 5 courses. The duration of each course is 10 weeks. The students are expected to submit an assignment at the end of each week.

## Delivery Mode

The delivery mode for SCAD course is fully online through SCAD learning management system called blackboard. The lessons are provided as synchronous and asynchronous sessions. Attendance is taken through the platform. Students who does not commit to regular attendance and submission of assignments may jeopardize their studies with SCAD and be subject to withdrawal from the course.

## More Information

The course is only available in English. Find more information and contact details to discuss the needs of your schools and students in relation to this CRS offering:

Website: [International Baccalaureate Career-related Programme | SCAD.edu](https://www.internationalbaccalaureate.org/career-related-programme/scad.edu)

# INTERNSHIP

Internships are an important part of career-related studies because they provide students with the opportunity to explore their chosen career and apply their knowledge and skills in a real-world setting. This can help students to better understand the work environment and to develop the practical skills that are necessary to succeed in their chosen field. Internships also provide students with the chance to network with professionals in their field and to make connections that can be helpful in finding a future jobs. At ARIS, we believe internships are a valuable experience for students, helping them to build their resume, gain experience, and get a foot in the door of their chosen industry. We are collaborating with many organisations in our community that we believe they will be able to give our students hands-on experiences. Some of these organisations are Rana Motors, IBIS styles, ARG among many more.



## Time & Duration of the internship

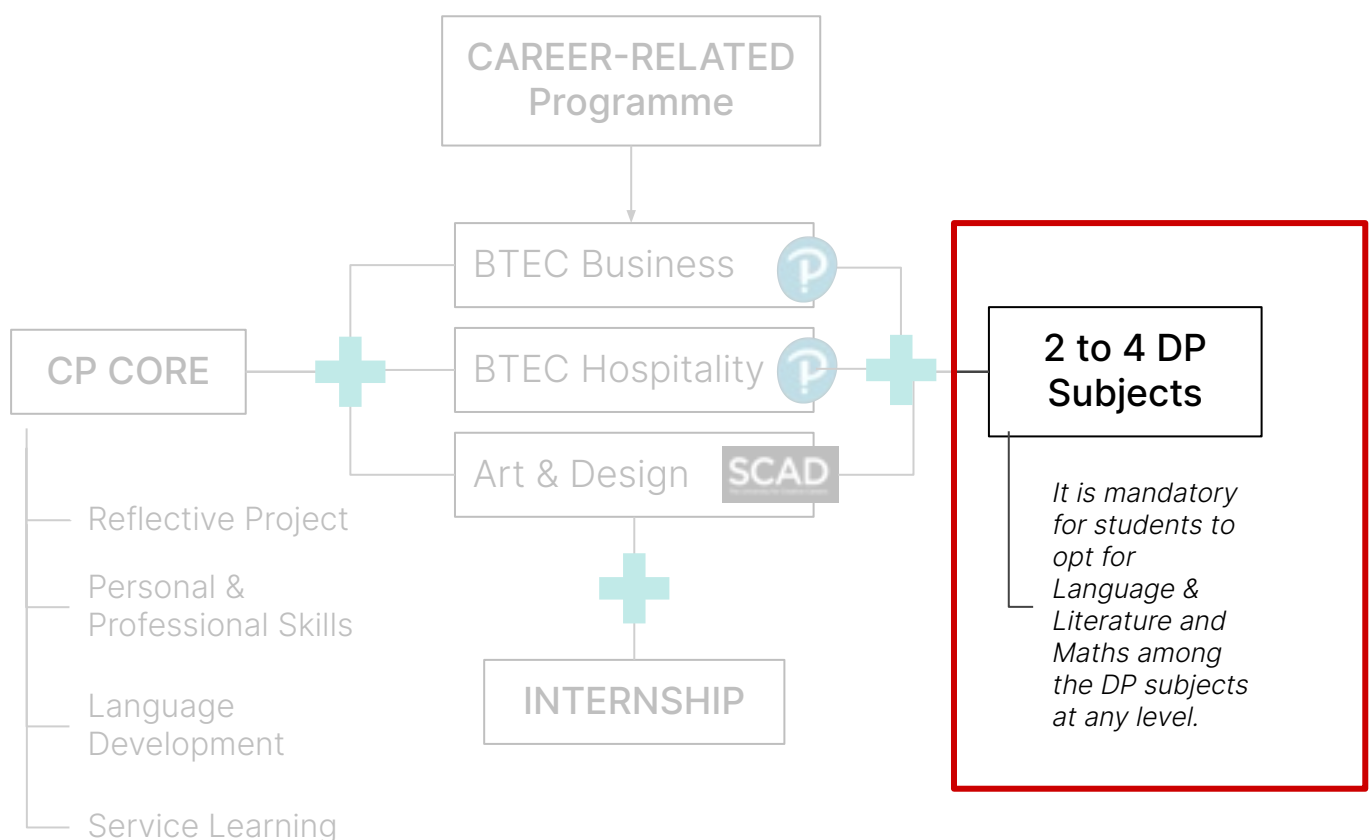
The students go on internship at the end of the CP1 (Year 12). They are expected to complete 4 weeks of internship of any of the organisations that have signed an MOU with ARIS. An internship pack is shared with students at the beginning of the internship and it should be completed by the students and their industrial supervisors.





# IBDP SUBJECTS

The Foundational Concepts That will Guide your Career.



## DP SUBJECT SELECTION FOR IBCP

At ARIS, we offer 3 career pathways which are Business, Hospitality and Art and Design. The student should choose only one of these three pathways. All three pathways requires CP core and a selection of 2 to 4 DP subjects.

Based on university requirements, we have recommended 3 DP subjects that will complement your CRS (career-related study). The student can take these DP subjects at any level but we strongly advise that at least 1 DP subject should be at HL.

If the student would like to take an extra DP course that will help with the university admissions or future career, they can indicate it as your 4th course.

Students can also choose subject from Pamoja if their subject is not offered at ARIS. This will attract an extra cost.

The minimum number of students to run a subject is 3 students.

| BUSINESS (BTEC)   | HOSPITALITY (BTEC)   | ART & DESIGN (SCAD)  |
|---|--|--|
| <b>1st DP Course:</b><br>English Language & Literature<br><br>HL / SL | <b>1st DP Course:</b><br>English Language & Literature<br><br>HL / SL                | <b>1st DP Course:</b><br>English Language & Literature<br><br>HL / SL                |
| <b>2nd DP Course:</b><br>Maths AI<br><br>HL / SL                      | <b>2nd DP Course:</b><br>Maths AI<br><br>HL / SL                                     | <b>2nd DP Course:</b><br>Maths AI<br><br>HL / SL                                     |
| <b>3rd DP Course:</b><br>Economics<br><br>HL / SL                     | <b>3rd DP Course:</b><br>Economics or Business Studies (with Pamoja*)<br><br>HL / SL | <b>3rd DP Course:</b><br>Economics or Business Studies (with Pamoja*)<br><br>HL / SL |
| <b>4th DP Course:</b><br>_____<br>—<br><br>HL / SL                    | <b>4th DP Course:</b><br>_____<br>—<br><br>HL / SL                                   | <b>4th DP Course:</b><br>Visual Arts<br><br>HL / SL                                  |

## Assessment in DP Subjects

The Diploma Programme courses are assessed according to the specific requirements listed in the subject guides.



# LIVING THE IBCP

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Important Information

# STARTING THE IBCP JOURNEY

## ENTRY REQUIREMENTS TO IBCP

The students moving from MYP and wish to progress to IBCP need to meet the following:

- A minimum of **28 points** from the MYP courses.
- A passing grade of 3 for the MYP subject for DP subjects at SL Level.
- A minimum of a grade 4 in MYP subjects for DP subjects at HL Level
- Completed the personal project successfully.
- Some individuals may be considered with a lower score due to specific circumstances. These will be dealt with strictly on a case to case basis.
- Applications for students joining from a different curriculum programme will be evaluated on a case to case basis.

## ORIENTATION & INDUCTION SESSION

The first two weeks of the start of IBCP, the students go through an orientation session and BTEC induction session that will take them through all the requirements and information needed to pass the IBCP successfully.

Refer to the resource section to get access to the templates needed during the orientation and induction session.

## AWARD OF THE CAREER-RELATED PROGRAMME

The certificate of the Career-Related Programme of the International Baccalaureate will be awarded subject to satisfactory completion of the following requirements by the candidate:

- 1- The candidate has completed the specified career-related study programme. The candidate should get at least a Pass for BTEC CRS or a cumulative GPA of at least 2.0 for SCAD CRS.
- 2- The candidate has been awarded a grade of 3 or more in at least two of the Diploma subjects registered for the Career-Related Programme.
- 3- The candidate has been awarded a grade of at least D for the reflective project.
- 4- The candidate has successfully completed and met all the requirements for Personal & Professional Skills, Language Development and Service Learning.
- 5- The candidate has not received a penalty for academic misconduct from the final Award Committee.

# IBCP ASSESSMENTS

The different components of the IBCP have different submission of assessment timeline.

| IBCP Component                      | Type of Assessment                           | How it is assessed                              | Deadline                                       |
|-------------------------------------|--|---|--|
| <b>CP CORE</b>                      |  |   |  |
| Reflective Project                  | Written Essay                                | Assessed by ARIS and moderated by IB.           | Middle of March                                |
| Personal & Professional Skills      | Digital Portfolio                            | Assessed by ARIS                                | Middle of March                                |
| Language Development                | Digital Portfolio                            | Assessed by ARIS                                | Middle of March                                |
| Service Learning                    | Digital Portfolio                            | Assessed by ARIS                                | Middle of March                                |
| <b>CAREER-RELATED STUDIES (CRS)</b> |  |   |  |
| Pearson BTEC                        | A Blend of Practical and written assignments | Assessed by ARIS and moderated by Pearson BTEC. | Assignments are given at the end of each unit. |
| SCAD                                | Practical Assignments                        | Fully Assessed by SCAD                          | Assignments are given at the end of each unit. |
| <b>IBDP Subjects</b>                |  |   |  |
| Subjects from Group 1 to Group 5    | Written Examinations                         | Assessed by IB                                  | April - May                                    |
| Subjects from Group 6               | Portfolio                                    | Assessed by ARIS and moderated by IB            | Beginning of March                             |



## LEGALISATION PROCESS

- In some countries, the IB Career-Related Results and CP Course Results document need to be legalized by the relevant chancellery, embassy and/or consulate to be valid for entrance to universities.
- Request are made to CP Coordinator for and the deadline for submitting a request is May 10
- Fee is \$200 (subject to change if updated from IB)

### Country requirements

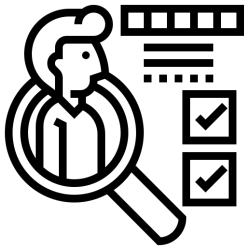
The following is a list of countries and regions (territories) for which legalization has been required in past years. Requirements may be imposed by other countries and regions (territories) in the future.

|                         |                              |                      |
|-------------------------|------------------------------|----------------------|
| Argentina*              | Iran                         | Romania*             |
| Armenia*                | Israel*                      | Russian Federation   |
| Bolivia*                | Italy*                       | Saudi Arabia         |
| Bosnia and Herzegovina* | Jamaica                      | Serbia*              |
| Brazil*                 | Jordan                       | Singapore            |
| Bulgaria*               | Kazakhstan*                  | Slovakia*            |
| Burkina Faso            | Latvia*                      | Slovenia*            |
| Chile*                  | Lebanon                      | South Korea*         |
| Colombia*               | Lithuania*                   | Spain*               |
| Costa Rica*             | Malta*                       | Sudan                |
| Croatia*                | Mexico*                      | Syria                |
| Cyprus*                 | Montenegro*                  | Taiwan               |
| Czech Republic*         | Nigeria                      | Thailand             |
| Ecuador*                | Palestine                    | The Netherlands*     |
| Egypt                   | Panama*                      | Turkey*              |
| El Salvador*            | Paraguay*                    | United Arab Emirates |
| Estonia*                | Peru*                        | Ukraine*             |
| Georgia*                | Philippines*                 | Uruguay*             |
| Greece*                 | Poland*                      | Venezuela*           |
| Guatemala*              | Portugal*                    |                      |
| Indonesia               | Republic of North Macedonia* |                      |

\*All countries in the above list with an asterisk represent the Apostille countries.

## ARIS POLICIES

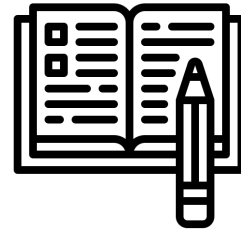
It is expected that IBCP students familiarise themselves with the ARIS policies:



[Assessment](#)



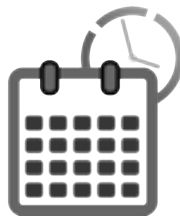
[Child Protection](#)



[Academic Honesty](#)



[Mobile Use](#)



[Attendance](#)



[Uniform](#)

## IBCP ACCESS ARRANGEMENTS

Candidates eligible for inclusive access arrangements are those with individual needs such as a specific learning difficulty, an emotional or behavioural difficulty, physical, sensory or medical conditions, or mental health problems.

Access arrangements do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them.

## TECHNOLOGY INTEGRATION

Integration of technology within our classrooms is important because it enhances the learning experience for students, prepare them for the future, and support the development of important skills. At ARIS, students have access to a vast array of resources and tools that can help them learn more effectively and engage with the material in new and interesting ways. The educational tools listed below are the most essential tools used by IBCP students.



ManageBac is a software platform that is used at ARIS to manage the International Baccalaureate (IB) programs. The platform provides a range of tools and features that support the administration, planning, and delivery of IB programs, including curriculum planning, scheduling, assessment, and reporting. The IBCP students access their DP subjects and CP core units through ManageBac to document their learning journey and submit their assignments.



Pearson Progress is another learning platform that is mainly used by students who are studying Business or Hospitality with Pearson BTEC as their CRS. It also offers a range of resources and tools that supports teachers and learners in the delivery of content.



Education perfect is an online learning platform that provides a range of educational resources and tools to support students, teachers, and schools. It offers a range of interactive lessons, activities, assessments, and other learning resources that are designed to help students improve their knowledge, skills, and academic performance. This tool is very useful to students when learning a new language for their language development.



Lalatat (learning about learning and thinking about thinking) is an online web portal that consists of 300 unique thinking and learning skills exercises designed to enable students to practice and improve the most important skills of effective thinking and learning. IBCP students use this platform in PPS class mainly to explicitly develop the skills needed for the 5 themes.



Google Suite (also known as G Suite) is a collection of cloud-based productivity tools developed by Google. It includes a range of applications that are designed to help students collaborate and work more efficiently. It is used across all subjects.

# RESOURCES AND TEMPLATES

This section contains the templates that students will need in the course of IBCP.

## IBCP CORE



[CP Core Portfolio Template](#)

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## Reflective Project



[RPPF Form Template](#)

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## Language Development

[Language and Culture Questionnaire](#)  
[Self-Assessment of Language proficiency](#)  
[Language Development Goals Form.](#)

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# RESOURCES AND TEMPLATES

This section contains the templates that students will need in the course of IBCP.

## BTEC CENTER

| Section A: Induction to BTEC Qualifications   |                           |                |
|---|---------------------------|----------------|
| Topic to be covered   | Comments                  | Date Completed |
| Key documents   |                           |                |
| <ul style="list-style-type: none"> <li>Course Handbook</li> </ul>   |                           |                |
| What is the content and structure of my BTEC course?  |                           |                |
| <ul style="list-style-type: none"> <li>Units or Components being delivered</li> <li>Differences between Mandatory, Core and Optional</li> <li>Learning Outcomes (LOs)</li> <li>Grading Criteria &amp; Assessment</li> </ul> |                           |                |
| Understand the BTEC Quality Assurance   |                           |                |
| <ul style="list-style-type: none"> <li>Internal Assessment Rules</li> <li>External Assessment</li> <li>Appeals</li> </ul>   |                           |                |
| Understanding how to achieve a qualification  |                           |                |
| <ul style="list-style-type: none"> <li>Assessment criteria</li> <li>Calculating unit points</li> <li>Calculating final points</li> <li>Tracking your progress</li> </ul>  |                           |                |
| Understand and interpret the content and design of assessments  |                           |                |
| <ul style="list-style-type: none"> <li>Assessment design</li> <li>Assessment objectives</li> <li>Understanding the Standards</li> <li>Producing independent and authentic work</li> </ul>                                   |                           |                |
| What is plagiarism?   |                           |                |
| <ul style="list-style-type: none"> <li>What constitutes plagiarism?</li> <li>Consequences and impact on success</li> <li>Centre disciplinary process</li> </ul>   |                           |                |
| Employer involvement (if applicable to the qualification)   |                           |                |
| <ul style="list-style-type: none"> <li>Time spent</li> <li>Type of work experience</li> <li>How to undertake</li> </ul>   |                           |                |
| Where can I find subject specific support?  |                           |                |
| <ul style="list-style-type: none"> <li>Learning Resources</li> <li>Module key pages</li> </ul>  |                           |                |
| Signatures  |                           |                |
| Printed Name / Position<br>(Student as student)   | Signature                 | Date Completed |
|   | Teacher                   |                |
|   | Assessment Personal Tutor |                |

**BTEC QUALIFICATION COMPLETION DECLARATION AND DECLARATION**

After completing your BTEC qualification, you will receive a certificate. This certificate will be issued to you by the BTEC Centre.

|                                    |  |
|------------------------------------|--|
| Student Name                       |  |
| Student Number                     |  |
| BTEC Qualification Title           |  |
| Unit or Component Number and Title |  |
| Assessment Title                   |  |
| Assessment Date                    |  |

After the certificate is issued, you will receive a letter from the BTEC Centre. This letter will contain the details of the certificate and the BTEC Centre.

|                      |                      |
|----------------------|----------------------|
| Signature of Student | Signature of Teacher |
|                      |                      |
|                      |                      |

After the certificate is issued, you will receive a letter from the BTEC Centre. This letter will contain the details of the certificate and the BTEC Centre.

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

[Induction template](#)

[Declaration Form Template](#)

## INTERNSHIP PACK



[IBCP STUDENT INTERNSHIP PACK](#)



# UNIVERSITIES ADMISSION

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WHERE CAN IBCP TAKE YOU!

## WHERE ARIS IBCP STUDENTS APPLIED TO?

ARIS' first IBCP cohort consisted of 9 students who all successfully completed the IBCP programme in July 2022. 8 of them applied to 36 universities in Europe, UK, Canada and USA. They received 24 universities acceptance letters.

### Countries that ARIS IBCP students applied to:

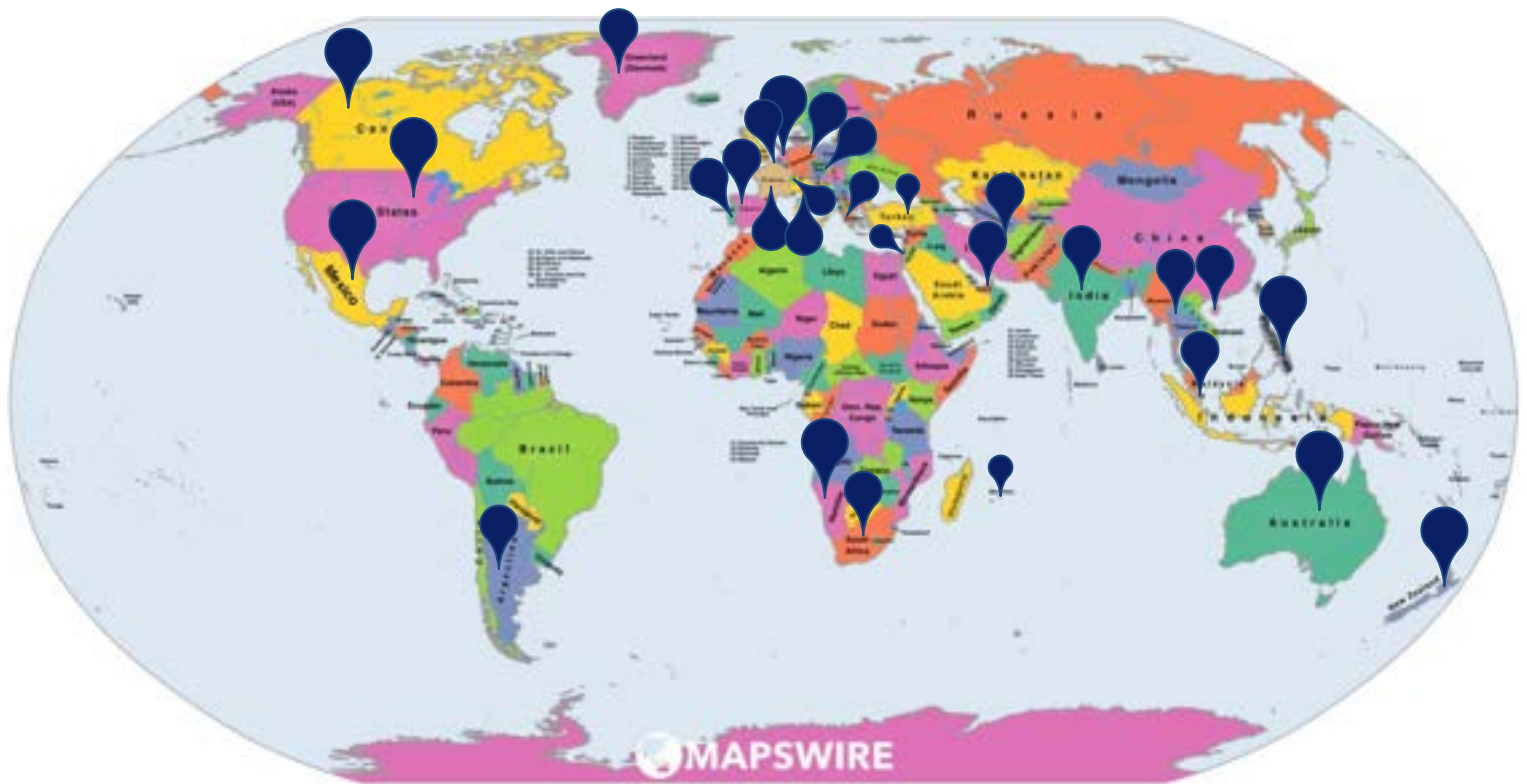
Belgium, Canada, Cyprus, Czech republic, Hungary, Spain, Switzerland, UAE, UK and USA

### Name of Universities that accepted ARIS IBCP Students in 2022:

| Country     | Institution                              | No. of student Acceptances |
|-------------|--|----------------------------|
| Spain       | EU Business School                       | 3                          |
|             | IA Barcelona                             | 1                          |
| Hungary     | University of Debrecen                   | 1                          |
|             | University of Pecs                       | 1                          |
| Canada      | York University                          | 1                          |
|             | Brock university                         | 1                          |
|             | Saint Mary's University- Nova Scotia     | 2                          |
| Switzerland | Hotel Management Institute (SEG)         | 1                          |
|             | Geneva Business School                   | 2                          |
| UAE         | SP Jain School of Global Management      | 1                          |
| UK          | Birmingham City University               | 1                          |
|             | Kingston University                      | 1                          |
|             | University of Lincoln                    | 2                          |
|             | Middlesex University                     | 1                          |
|             | University of West Minster , London      | 2                          |
| USA         | Coventry University                      | 1                          |
|             | Savana College of Arts and Design (SCAD) | 1                          |
|             | Wayman Aviation Academy                  | 1                          |



## WHERE IS IBCP ACCEPTED?



Students completing the IBCP programme at ARIS will be awarded with two certificates, one from the IBO and one from Pearson BTEC. Each of these certificates is widely recognised by countries around the world.

This is the [list of where IBCP](#) can take you.

This is the [list of where Pearson BTEC](#) can take you.

## IMPORTANT NOTICE

Even though IBCP is widely recognized in Europe, Us and Canada, it is not yet fully recognized in other countries like Ghana, Lebanon, Turkey, Egypt and others in the middle east. Students who wish to continue their tertiary education in a country outside Europe, Us and Canada, should contact the IBCP coordinator or school counsellor for more enquiries.

### **Application supporting items**

- Personal Statement
- Transcript
- Teacher /Counselor Recommendation
- Resume
- Co-Curricular Activities
- Awards, achievements, etc