



# The IB Career-related Programme

# The IB Career-related Programme: preparing students to follow their chosen pathways in life

## What is an IB education?

The IB continuum of international education, for students aged 3 to 19, is unique because of its academic and personal rigour. IB programmes challenge students to excel not only in their studies but also in their personal growth. The IB aims to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students, who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating their common humanity, and are prepared to apply what they learn in real-world, complex and unpredictable situations.

An IB education:

- **focuses on learners**— IB programmes are student-centred and promote healthy relationships, ethical responsibility and personal challenge
- **develops effective approaches to teaching and learning**— IB programmes are taught by teachers who help students to learn how to develop the attitudes and skills they need for both academic and personal success
- **works within global contexts**—IB programmes increase understanding of languages and cultures and explore globally significant ideas and issues
- **explores significant content**—IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

At the heart of all IB programmes is the IB learner profile. IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

For more information about the IB, please visit [www.ibo.org](http://www.ibo.org)

## What is the IB Career-related Programme?

The IB Career-related Programme (CP) is designed for students interested in pursuing a career-related education in the final two years of secondary school. It provides them with an excellent foundation to support their further studies, as well as ensure their preparedness for success in the workforce.

The CP enables students to:

- follow their chosen education and career pathways in life
- combine academic subjects with their personal and professional interests and skills
- engage in learning that makes a positive difference to their community
- think critically and creatively
- communicate clearly and effectively in a variety of situations
- effectively work independently and in collaboration with others
- consider new perspectives and other points of view
- develop greater self-confidence and self-awareness
- demonstrate high levels of resilience, flexibility and agility of mind
- be internationally-minded and globally aware
- apply their knowledge to real-world scenarios and situations.

## The CP educational framework

The CP is comprised of three elements:

**Academic courses from the IB Diploma Programme (DP)**—

Students complete at least two DP courses in any of the subject groups: studies in language and literature, language acquisition, individuals and societies, sciences, mathematics and the arts. CP students should choose DP courses that are relevant to their career-related studies. DP courses provide and enhance the theoretical underpinnings and academic rigour of the CP.

CP students have the option of enrolling in authorized online DP courses offered via their IB World School.

*"I think the combination of life experience, work experience and a qualification makes us ideal candidates for many universities and employers. I have tailored my pathway around my career choice and the subjects I need to go on to study at university. I've chosen Early Childhood Studies with Youth Studies and two extra DP courses: English and Psychology."*

—Lauren Thorpe, student at Dane Court Grammar School, United Kingdom



The **CP core components**—Students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning. The CP core components give context to the DP courses and the career-related study and draw all aspects of the framework together.

The **personal and professional skills** course aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understanding, perseverance, resilience, an appreciation of identity and perspective and an understanding of the complexity of the modern world. Emphasis is placed on the development of skills needed to successfully navigate higher education, the workplace and society.

**Service learning** is the practical application of knowledge and skills toward meeting an identified community need. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions.

**Language development** ensures that all CP students have access and exposure to a second language. The opportunity to learn a second language is a central tenet of an IB education and increases students' understanding of the wider world. Students are encouraged to begin or extend the study of an additional language that suits their needs, backgrounds and contexts. It develops students' oral, visual and written linguistic and communicative abilities.

The **reflective project** is an in-depth body of work produced over an extended period and submitted toward the end of the programme. Through the reflective project, students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies. This work encourages students to engage in personal inquiry, intellectual discovery, creativity, action and reflection, and to develop strong thinking, research and communications skills.

**Career-related studies**—Students are provided with practical, real-world approaches to learning designed to prepare them for higher education, an internship or apprenticeship, or a position in a designated field of interest.

The career-related studies are offered by the school and should be aligned with student needs and progress toward further study or direct employment. Each school chooses the career-related studies most suited to local conditions and the needs of its students. The career-related studies must satisfy IB criteria for accreditation, assessment and quality assurance.

## For schools interested in offering the Career-related Programme

### Flexibility

A key feature of the CP is that it provides **flexibility** to accommodate local conditions. Schools can provide a highly respected IB education by creating their own distinctive versions of the CP, geared toward the needs and backgrounds of students while meeting local, regional or national education requirements, as well as addressing industry and government priorities.

### Quality assurance

Any school, or group of schools, wishing to offer the CP or any other IB programme (ie the Primary Years Programme, the Middle Years Programme and the Diploma Programme) must first be **authorized** to do so by the IB.

The requirements are the same for all schools, and the authorization procedure is designed to ensure that schools are well-prepared to implement the IB programme(s) successfully. All IB World Schools are required to participate in an ongoing process of review and development, using the same **programme standards and practices**.

### Services and support

As part of its ongoing commitment to the development of a highly-skilled global learning community, the IB provides a wide range of **high-quality professional development opportunities** to help new and experienced school leaders and educators understand, support and successfully deliver IB programmes.

### Interested in learning more about the CP?

Watch a video, download brochures and read more online at [www.ibo.org/en/cp](http://www.ibo.org/en/cp).

*"The IB Career-related Programme is a successful and flexible programme of study that is designed to be both interesting and accessible to students, allowing them to develop and prepare skills and knowledge to take them forward in their future career paths. It has enabled students to have access to a broad and aspirational curriculum that gives them a number of pathways to follow upon completion."*

—Ms Sian Carr, Principal, Skinners' Kent Academy, United Kingdom

Learn more about the process of becoming an IB World School at [www.ibo.org/become](http://www.ibo.org/become) or email [ibid@ibo.org](mailto:ibid@ibo.org).

- Become an IB student
- Teach at an IB World School
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- Volunteer or work for the IB

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