The International Baccalaureate Career-related Certificate (IBCC): An Introduction
IBCC VISION

By 2020, the IBCC will be acknowledged throughout the world as the leading international career-related qualification providing students with the academic, practical and social skills required by the 21st century learner.
History of the IBCC

- IB identified a need to develop a career-related approach to learning

- Result of global trends and attempts to bring academic and career-related study closer together

- Recognition that the development of an IB career related certificate to support local vocational/career-related studies would broaden access to an IB education.
What is the IBCC?

- Currently a pilot project – mainstream 2012
- Involves collaboration between the IB and schools wishing to provide a ‘value added’ career-related/vocational option for students
- A unique course offering a variety of pathways for students
- A framework, not a prescribed curriculum lasting two years
- An IB academic qualification
### It is not:

- a vocational qualification
- a certificate that assesses every aspect of the student’s programme
- a second-rate vocational course
- a certificate that narrows options
- in competition with the Diploma Programme
- ‘DP Lite’

### It is:

- a certificate
- a unique IB qualification
- a certificate of IB assessed work only (DP subjects and reflective project)
- a challenging and rigorous academic course
- a certificate that broadens access and broadens options (employment and further education opportunities)
- an initiative that complements our existing programmes
- a different way of obtaining an IB education
Aims of the IBCC

- Broadening ‘access’ to an IB education
- Fostering the development of internationally-minded young people
- Encouraging flexibility and mobility
- Encouraging interdependency of learning styles
- Preparing students for 21st century jobs
- Bridging the academic/practical ‘divide’
- Enabling students to reach their full potential
Who benefits from the IBCC?

Three main groups:

• Students in IB schools who do not want to, or cannot do the Diploma for any reason

• Students in IB schools who wish to specialise in a particular technical/vocational education

• Students doing career-related studies who would not at present have access to an IB education
At least two Diploma Programme courses

A specially designed IBCC core recognising and emphasising IB values, missions and needs of career-related students

An approved career/vocational course
The Core

The four strands of the core are

- Community and service
- Approaches to learning
- Language development
- Reflective project

The core is used to link the IB subjects with the career/vocational course.
Community and Service  50 hours

- Based on the principles of ‘service learning’

- A good service learning programme will help
  - Knowledge development
  - Social development
  - Civic development
  - Personal development

- Develop working relationships with members of a community
Approaches to Learning 90 hours

- Designed to introduce students to life-skills, and to operate in a variety of contexts now and in the future.

- At the heart of the ATL model is the learner, who uses a range of skills to make sense of the world around us.

- Includes the development of transferable skills with an emphasis on the nature of thinking critically and ethically and communicating effectively.
Language development  50 hours

- Designed to assist and further students understanding of the wider world.
- It is appropriate to the background, needs and context of the students.
- It aims to provide students with the necessary skills and intercultural understanding to enable them to communicate using the language studied.
- A language portfolio is required to demonstrate engagement with language development.
The Reflective Project 40 hours

- Encapsulates fundamental elements of the certificate
- Embodies aims we hope to develop in students
- A structured piece of work that can take a variety of forms
- Student will be able to identify, analyse, explore, critically discuss and evaluate an ethical issue arising from their vocational study
Assessment of the IBCC

- **Externally assessed components**
  - DP courses

- **Internally assessed components**
  - Approaches to learning
  - Community and service
  - Language development (portfolios may be requested by the IB)
  - Reflective project (moderated by the IB)

The career/vocational course is assessed by the career/vocational provider, not the IB
## Sample programmes of study

<table>
<thead>
<tr>
<th>Programme Combination</th>
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<tbody>
<tr>
<td>DP Geography SL</td>
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<tr>
<td>DP Biology HL</td>
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<td>IBCC core</td>
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<tr>
<td>BTEC (level 3) in Sport</td>
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<td><strong>DP Business SL</strong></td>
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<td><strong>DP Economics SL</strong></td>
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<tr>
<td>BTEC (level 3) in Health and Social Care</td>
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IBCC and the career/vocational relationship

- The IBCC is a stand-alone qualification, however there is an interdependency with the vocational qualification.

- The studies should be concurrent.

- The IBCC core should be used to create strong links between the IBCC and the student’s career/vocational studies.
The career-related qualification must be:

- a two-year study of sufficient size to complement the IBCC
- accredited by an authority or government,

or recognized as an entry-level course into a university or higher education institution,

or validated by an appropriate employer organization such as a sector skills council or a professional body

- subject to a demonstrable form of external assessment or quality assurance that is reviewed by the accrediting or validating authority at least every five years

- demonstrably of a level appropriate to the chosen pathway of the student. (In the UK context, the career or vocational study must be an accredited level 3 qualification)
Collaborations

The IB is actively pursuing a policy of aligning with key career related qualification providers. These presently include:

- **National Academy Foundation (USA):** hospitality and tourism, IT, finance, and engineering
- **Project Lead The Way (USA):** engineering and biomedical STEM courses
- **BTEC (Global):** hospitality, business, health and care, environment, media and public services
- **International School of Finance (UK):** financial services

In the future, the IB intends to collaborate with other quality career-related providers.
Quality assurance

- **Quality assurance** of the academic standards of the IBCC and quality assurance of student learning is conducted by the IB, the school, the career-related studies provider.

- The IB provides quality assurance through authorization process, monitoring of the IBCC, assessment and 5 year evaluation.
Quality assurance at school

Quality assurance should have the following features:

- commitment to high academic expectations
- constant and effective monitoring of student progress
- focus on student achievement
- parental involvement
- strong leadership
Quality assurance

- cooperative working environments
- learning structured around career related studies and student interest
- out-of-school learning tied to classroom learning
- career and higher education counseling
- professional development of teachers
- partnerships with higher education, employer organisations, relevant institutions
Preparing for life beyond high school

- Enabling tool for realization of potential
- Broadens ‘access’
- Encouraging interdependency of learning styles
- Bridging ‘divide’

Optimal skills provision in blend

IB skills

Career-related skills
Pathways: University

Universities particularly value:

- basic skills
- curriculum ‘fit’
- academic strength
- an international perspective
- external validation
- research and writing skills
“Employers have given up trying to predict the detailed skills [...] needed by their workforces. Rather, they stress the need for flexibility and the ability to learn new skills on-the-job” (Halliday, 2000)

Employers particularly value:

- linguistic proficiency
- critical-thinking skills
- maturity and responsibility
- work ethic and values
Why would a student choose to do the IBCC?

- The IBCC will provide students with:
  - a school-based alternative pathway to the world of work or university studies
  - an international education
  - a mix of practical and academic skills
  - a well-rounded educational experience
  - a value added programme of study for all abilities
Accreditation

- UK Office of Qualifications and Examinations Regulation (Ofqual) have accepted the IBCC as a regulated qualification in the UK.
- This is a significant development for the IBCC and will provide a platform for further recognition at university level in the region.
- The qualification will appear under its full title, namely *IBO Level 3 Combined Certificate (career related)*
- The IB is working to gain further accreditation in other countries
What makes a successful school programme?

- Regular contact between the career/vocational staff and the IBCC staff
- Careful consideration and choice regarding DP subjects
- Careful timetabling
- Good supervision of students
- Resources/ ‘how to’ sessions in lead up to Reflective Project
- Regular contact with the IB if advice is needed
- Good knowledge of the guides and IBCC requirements
Cont.

- Good use of the ATL and C&S lesson ideas in the Core Guide, and consequently careful construction of ATL and C&S courses
- For the staff of C&S and ATL, good knowledge of the career/vocational aspect, so as to be able to make regular ties between the IBCC courses and the CTE courses – context is crucial
- Using other aspects of school life to incorporate and emphasize skills learnt throughout the duration of the course
- Active role of career/guidance counsellor/advisor
Future of IBCC

- Trialling authorisation processes

- IBCC will go mainstream in 2012 for existing DP schools only

- Controlled growth of the IBCC
Conclusion

- **Societal needs** considered in its creation

- **Pathways are enabled**
  - Responds to employer needs (e.g., basic skills and language), and university concerns (e.g., curriculum fit and academic strength)

- **IB duty to ensure needs are continually responded to**

- **Educates for successful citizenship** through careful blend of types of learning
IBCC contact email

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School services - region
References


