

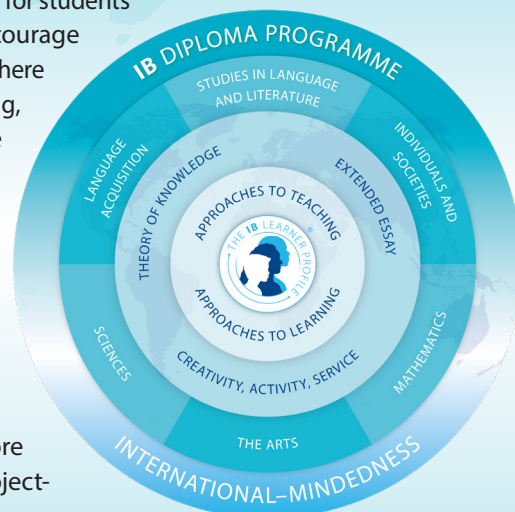
Systems transformation: Leadership for change Pilot collaboration with UWC South East Asia

First assessment 2026

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

For this pilot, students take three HL subjects, one SL subject and the three core elements. In place of the other two SL subjects, they complete a 300-hour project-based systems transformation course.



I. Course description

Systems transformation: Leadership for change is an innovative 300-hour pilot course co-developed by the IB and UWC South East Asia (UWCSEA). It seeks to equip students with the skills and mindsets needed to take initiative, build community and lead change.

Young people can be powerful agents for positive change and social justice, capable of astonishing impact and influence. This pilot course focuses on building skills for change-making through a transdisciplinary curriculum that draws on key elements of systems thinking, design thinking, leadership and project management.

Classes for this course are structured around taught content, shared experiences and inquiry, including collaborative and individual projects, deep dives to promote specific skills development and deepen understanding, structured peer feedback sessions, and dialogue with mentors and community partners.

II. Course aims

The aims of Systems transformation: Leadership for change are to:

- equip students with the skills, mindsets and resilience needed to be effective change-makers
- cultivate approaches to problem-solving that are iterative, empathetic and flexible, and that leverage transdisciplinary expertise to generate innovative solutions
- equip students with a range of systems-thinking tools to map and model interconnected systems, recognize complexity, and understand root causes and context

- develop leadership skills including strategies to leverage networks, empower others to effect positive change, and cultivate collaborative team environments
- foster the skills to effectively plan, organize and implement positive change initiatives.

III. Subject requirements

For this pilot, students are required to select three HL subjects and one SL subject to study alongside the systems transformation course and the three core elements. To ensure that a reasonable breadth of study is maintained, this selection must include:

- at least one subject from the studies in language and literature or language acquisition subject groups
- no more than two subjects across the studies in language and literature and language acquisition subject groups
- at least one subject from the sciences or mathematics subject groups
- a maximum of two subjects from any subject group.

IV. Curriculum overview

| Curriculum strands | Transdisciplinary projects |
|--|--|
| <p>Change-maker mindset—what change-making is, mindsets for effective change-making, and the context(s) in which change-makers currently operate</p> <p>Design thinking—how to problem-solve and innovate in a human-centred way</p> <p>Systems thinking—what systems are, how they work and interconnect, and why systems thinking is a powerful lens for change-making</p> <p>Leading for positive change—strategies for leading others to effect positive change, including communication and collaboration skills</p> <p>Project management—how to plan, organize and implement positive change initiatives</p> | <p>The curriculum strands are explored through a project-based approach where students actively investigate complex real-world challenges and questions.</p> <p>Each project is developed using at least one of the following project lenses, drawn from the UWCSEA mission.</p> <ul style="list-style-type: none"> • Sustainable development—using the lens of sustainability to plan and implement projects • Peacebuilding—what peace can look like and what being a peacebuilder means • Intercultural understanding—how intercultural competence supports teamwork and dialogue |

V. Assessment overview

This pilot utilizes a range of authentic assessment formats that reflect the action-oriented nature and real-world focus of the course. This includes case study, project and portfolio-based assessment tasks.

Two of the four tasks (an impact analysis and a curated extract from a competencies portfolio) are externally assessed by the IB. The other two tasks (a comparative case study and a project proposal) are internally assessed and externally moderated by the IB.

This 300-hour pilot course is a dual-award course that takes the place of two 150-hour SL subjects. The course is graded on the same 1–7 scale as other IB subjects, and the student is awarded two identical grades based on their performance across the systems transformation course as a whole.

VI. Assessment model

| Type of assessment | Format of assessment | Weighting of final grade (%) |
|------------------------|--|------------------------------|
| External | | 50 |
| Impact analysis | Students plan and undertake a self-directed project focused on a real-world issue of their choice. They write a project report focused on the project's impact on the community and the progress made towards the intended goals. | 30 |
| Competencies portfolio | Students curate and annotate a selection of artefacts from their course portfolio. These artefacts evidence the development of competencies relating to leadership and change-maker mindsets. | 20 |
| Internal | | 50 |
| Case study | Students undertake an exploration of a case study. Part A of this task consists of a collaborative group activity where students engage with a case study produced by the IB. Part B of this task consists of an individual analysis. | 15 |
| Project proposal | Students create a project proposal that is pitched to a panel audience for feedback. The project proposal write-up includes a systems map and has a particular focus on knowledge, skills and understandings associated with project management. | 35 |

About the IB: For over 50 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: www.ibo.org/en/dp.

For further information on UWC South East Asia, visit: www.uwcsea.edu.sg.

For more on how the DP prepares students for success at university, visit: www.ibo.org/en/university-admission.