

Personal and professional skills guide (first teaching 2025)

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Career-related Programme

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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.



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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Purpose of this document

This publication is intended to guide the planning, teaching and assessment of the Career-related Programme (CP) personal and professional skills (PPS) core component in schools. Teachers are the primary audience, although it is expected that teachers will use the guide to inform students, parents/legal guardians and school staff about this core component.

This guide can be found on the CP core page of the Programme Resource Centre (PRC) at resources.ibo.org, a password-protected International Baccalaureate (IB) website designed to support IB teachers. It can also be purchased from the IB Store at store.ibo.org.

Additional resources

Additional publications, such as teacher support materials (TSM), can also be found on the PRC.

This guide references the following types of resources.



PPS toolkit: Key tools for teachers and students



Teacher support material: Additional guidance, suggestions, examples

Teachers are encouraged to use the Communities pages on My IB to share and find resources created by other teachers. Teachers can provide details of useful resources, for example, websites, books, videos, journals or teaching ideas.

Acknowledgement

The IB wishes to thank the educators and associated schools for generously contributing time and resources to the production of this guide.

First assessment 2027

The Career-related Programme

The Career-related Programme model

Figure 1
Career-related Programme model



The Career-related Programme (CP) is inclusive by design and provides a choice of different pathways for students aged 16 to 19. Contemporary life places complex demands on graduates entering further/higher education or employment. An integral part of the CP is enabling students to become self-confident, skilled and career-ready learners.

To prepare students to succeed in a rapidly changing world, schools must not only equip them with the necessary skills and dispositions, but also the ability to manage and influence change. The CP supports this by offering a flexible framework of experiences that function in a synergistic way and can be personalized to allow for multiple means of engagement, representation, action and expression (CAST, 2018).

The CP enables students to:

- develop a broad range of competencies and deepen their understanding in specific areas of knowledge through their Diploma Programme (DP) courses and career-related studies
- develop flexible strategies for knowledge and skill acquisition, or enhancement, in varied contexts

- foster attitudes and habits that empower them to become lifelong learners able to engage with diverse perspectives, opportunities and challenges
- prepare for effective participation in the changing world
- become involved in learning that develops their capacity and will to contribute in constructive ways.

The distinct advantage of the CP is that schools can adapt the framework to meet local, regional or national education requirements.

The Career-related Programme core

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

- is driven by student voice, choice and ownership
- emphasizes connected, enduring and transferable knowledge, skills and attitudes
- offers a variety of opportunities for authentic evidencing and ongoing assessment of learning.

There are four components of the CP core.

1. Community engagement (CE)
2. Language and cultural studies (LCS)
3. Personal and professional skills (PPS)
4. Reflective project (RP)

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

Aims of the Career-related Programme core

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

- anchor the programme to the IB mission through the development of the IB learner profile attributes and international-mindedness
- contextualize and enhance the DP courses and career-related studies, drawing together all the aspects of the framework
- promote the development of enduring personal, academic and professional knowledge, skills and attitudes
- reflect the understanding that learning is iterative, interconnected and a cornerstone of ongoing personal and community well-being.

The significance of the core to the CP experience cannot be understated, and it is important for CP school stakeholders to collaborate in the construction of learning environments and experiences that support and empower students to make meaningful connections between components.

The IB mission statement and the IB learner profile

The CP aims to develop in students the knowledge, skills and attitudes they will need to fulfil the aims of the IB, as expressed in the organization's mission statement and the IB learner profile. Learning and teaching in the CP represent the reality in daily practice of the organization's educational philosophy.

IB programme standards and practices

Programme standards and practices (PSP) is the foundational set of principles for schools and the IB to ensure quality and fidelity in the implementation of IB programmes. Learning and teaching are the most

important markers of quality and effective practice in schools; thus, the expectations that learners and teachers share across all IB programmes can be found in the PSP.

The PSP has been designed as a framework to help teachers understand their rights and responsibilities in IB World Schools as they develop learning environments and experiences for their students. The IB recognizes that for effective teaching to take place, teachers must be supported in their understanding, well-being, environment and resources. Teachers, in turn, use core tenets of IB philosophy and pedagogy (such as the approaches to learning, the approaches to teaching, and the IB learner profile) to design learning engagements and prepare learners to fulfil the aims and objectives outlined in this guide.

To learn more about teachers' rights and responsibilities, please see the PRC and [Programme standards and practices](#).

Approaches to learning and approaches to teaching

Approaches to learning and approaches to teaching across the IB programmes refer to deliberate strategies, skills and attitudes which permeate the learning and teaching environment. These approaches are intrinsically linked with the IB learner profile attributes. They enhance student learning and assist student preparation for the CP assessment and beyond.

The five approaches to learning, along with the six approaches to teaching, encompass the key values and principles that underpin IB pedagogy.

Approaches to learning	Approaches to teaching
- Thinking skills - Research skills - Communication skills - Social skills - Self-management skills	Teaching is: - based on inquiry - focused on conceptual understanding - developed in local and global contexts - focused on effective teamwork and collaboration - designed to remove barriers to learning - informed by assessment.

The IB approaches to learning and approaches to teaching allow schools to identify the distinctive nature of a CP education, with its blend of idealism and practicality, and support meaningful experiences that:

- empower teachers to create clearer strategies for facilitating learning engagements that support meaningful inquiry and critical and creative thinking
- promote connections to prior knowledge and to other areas of learning
- encourage both teacher and student agency and self-directed learning
- enhance the coherence and relevance of students' CP experiences
- encourage students to develop an explicit variety of skills that will enable them to be lifelong learners and will prepare them for multiple pathways beyond high school.

For more information see the following resources.

- [Programme standards and practices](#)
- [Diploma Programme Approaches to teaching and to learning](#)
- The "Approaches to learning and approaches to teaching of PPS" section of this guide
- [Personal and professional skills teacher support material](#)

Learning diversity and learning support requirements

Schools must ensure that equal access arrangements and reasonable adjustments are provided to students with learning support requirements that are in line with the IB documents *Access and inclusion policy* and *Learning diversity and inclusion in IB programmes: Removing barriers to learning*.

The documents *Meeting student learning diversity in the classroom* and *The IB guide to inclusive education: a resource for whole school development* are available to support schools in the ongoing process of increasing access and engagement by removing barriers to learning.

Nature of personal and professional skills

In a complex world, students are challenged every day to think, engage and communicate in various contexts. The personal and professional skills (PPS) component of the Career-related Programme (CP) core enables students to meet these challenges, both now and in the future. The course helps students to develop not only as individuals but also as citizens within local and global communities, and it prepares them for their future pathways in higher education, further training or employment.

Throughout the PPS course, students develop a range of intrapersonal and interpersonal skills, critical and ethical thinking and intercultural understanding. These skills are transversal, meaning they can be applied in a variety of contexts appropriate to both their personal and professional growth. The course also connects and deepens the learning and skills developed in the other CP core components and programme elements.

The PPS course is a compulsory component of the CP. It is a timetabled course of a minimum of 100 hours and is completed throughout the two years of the CP. Based on the aims, learning outcomes and course syllabus outlined in this guide, each school will design and develop its own unique PPS course.

Student learning will be documented through a student-curated portfolio. This portfolio is maintained throughout the course to demonstrate progress towards each learning outcome and to showcase achievement of the learning outcomes at the end of the course. The school is responsible for determining and reporting completion of the course in relation to the learning outcomes.

PPS and international-mindedness

The PPS course adds to the international dimension of the CP. Students can explore intercultural understanding through a variety of concepts in local and global contexts, leading to an awareness of the similarities and differences between their own ideas, cultures and values, and those of others. Through inquiry and reflective practice, students can gain a greater understanding and respect for other people, their perspectives and the way in which they lead their lives.

Aims

The PPS course provides students with the opportunity to develop the necessary skills to forge their own pathways, personally and professionally, throughout their lives. Students gain the confidence to navigate the complexities of a challenging world, both now and in the future.

Through inquiry, students will:

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

Learning outcomes

The learning outcomes identify what students should be able to do through engagement with the PPS course. By the end of the course, students are expected to be able to demonstrate competency in the following five learning outcomes.

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

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

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

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

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

The learning outcomes should be understood as ongoing and sustained. The learning outcomes will be evidenced during learning engagements and documented in a student-curated portfolio throughout the PPS course. Additional guidance on the learning outcomes and portfolio is located in the [“Evidencing and monitoring”](#) section of this guide.

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

PPS and connections to the other core components

When designing and implementing the CP core, making connections across the core components and other elements of the programme is very important. The four core components support, enrich and enhance one another in ways that make the core as a whole greater than its parts. These connections are more likely to happen if they are deliberately and explicitly integrated and activated in learning and teaching. Doing so creates opportunities for students to enhance conceptual understanding, to connect their learning to the world around them, and to apply and transfer their skills and understandings across learning contexts. By collaborating, CP core component teachers and supervisors develop and deliver learning engagements that create connections between the core components whenever appropriate.

The PPS course provides an excellent opportunity to help students to make explicit connections with the other core components. The other core components also provide opportunities for students to develop and apply the same skills in a variety of contexts. These opportunities further aid students in their ability to understand the transversal nature of the skills explored in the PPS course. Some possible examples of these connections are suggested in the core component sections that follow.

PPS and community engagement

Ethical thinking and intercultural understanding help to inform the way community engagement (CE) is approached. These skills support students in establishing and maintaining authentic relationships and partnerships with communities.

Effective communication skills are also important in supporting students as they seek to open dialogue that fosters reciprocal and ethical engagement when participating with, and contributing to, communities.



Examples

- Students can directly apply communication skills learned in PPS to write emails, conduct meetings in a professional manner or speak in a public setting as they engage with the community to meet their CE aims and learning outcomes.
- Students can further develop and apply critical- and self-reflexivity as they engage with community partners, seeking to continuously improve their understanding as they build relationships.

PPS and the reflective project

Throughout the PPS course, students have opportunities to consider their approach to the reflective project (RP). They engage in activities that foster the development of the skills required to produce a body of work that is meaningful and effective.

The ability to apply research skills, thinking processes and communication skills to analyse, synthesize, organize and present arguments in a sophisticated way is essential for producing a successful RP. Inquiries related to ethical thinking and personal values in the PPS course can also support students in the development of their personal position regarding an ethical dilemma.



Examples

- The development of ethical thinking through inquiries conducted in the PPS course will support students in identifying an ethical dilemma. Considering the ethics related to choices and actions can support students in the development of an informed personal position on an ethical dilemma.
- As students regularly engage in reflective practice throughout the PPS course, they can apply the skills of reflection and reflexivity to investigate an ethical dilemma, to support the selection and evaluation of resources, and to explore various perspectives on the ethical dilemma for their RP.

PPS and language and cultural studies

Students will explore ways to build interpersonal and intrapersonal skills, communication skills and intercultural understanding in PPS that can support and connect directly to students' work in language and cultural studies (LCS). Both PPS and LCS include the concepts of identities and perspectives, creating an ideal opportunity for making explicit connections between the two core components.

Knowing themselves, their strengths, their areas for development, their passions and their potential future pathways can support students in the identification of their focus for LCS. It is important that this choice is a result of critical self-reflection—another skill that can be developed in PPS—as this will lead to higher levels of engagement.



Examples

- Students might explore aspects of their own identities in PPS, which could support the development of their language and cultural portrait as they set personally relevant goals for their learning and initiate meaningful inquiries in both LCS and PPS.
- The exploration of ethics and ethical practices within the context of PPS can support similar explorations in LCS. In LCS, students might explore how language and culture influence and impact the perspectives of different community members within societal systems to gain insight into the intricate interplay between ethics, language and culture.

Syllabus outline

The personal and professional skills (PPS) course emphasizes the development of transversal skills that can be applied in a variety of personal and professional contexts. It is uniquely flexible by design and schools can tailor the course to their students' needs and interests. This section outlines the different elements that teachers must consider when designing their school-specific course.

Elements of course design in the IB

The teaching of PPS supports the learner profile and the pedagogical principles that underpin all International Baccalaureate (IB) programmes. Common elements of IB course design include the use of concepts, contexts, content and skills, each of which are included as the foundational structure of the PPS course.

Table 1

Definitions of elements of course design

Term	Definition
Concepts	Concepts organize and connect learning and information. Concepts are transferred and applied across multiple contexts.
Contexts	Circumstances, events and settings that give relevance to learning and information. Concepts are tested and expanded through contexts.
Content	Information learned and retained for understanding and communication. Contexts make content relevant, and concepts organize it.
Skills	Skills enable learning, completion of tasks, and development of new ideas and understandings. Skills activate concepts, contexts and content.

Teachers use these elements to develop their own bespoke PPS course based on students' needs and interests by creating opportunities for skill development through inquiry. The inquiries must be grounded in a choice of concepts and skills applied in a variety of contexts.

Elements of course design in PPS

Concepts, contexts, content and skills are the foundational building blocks for the design of the PPS course, and they are integrated through inquiry. This approach supports the development of personal and professional skills and amplifies student agency, allowing for student choice and student ownership of learning.

The PPS course offers six broad **concepts** that allow students to explore topics of interest while developing and applying personal and professional **skills** in a variety of **contexts**. The teacher and students determine and co-create the **content**. Inquiry drives this interaction.

Figure 2
PPS course design

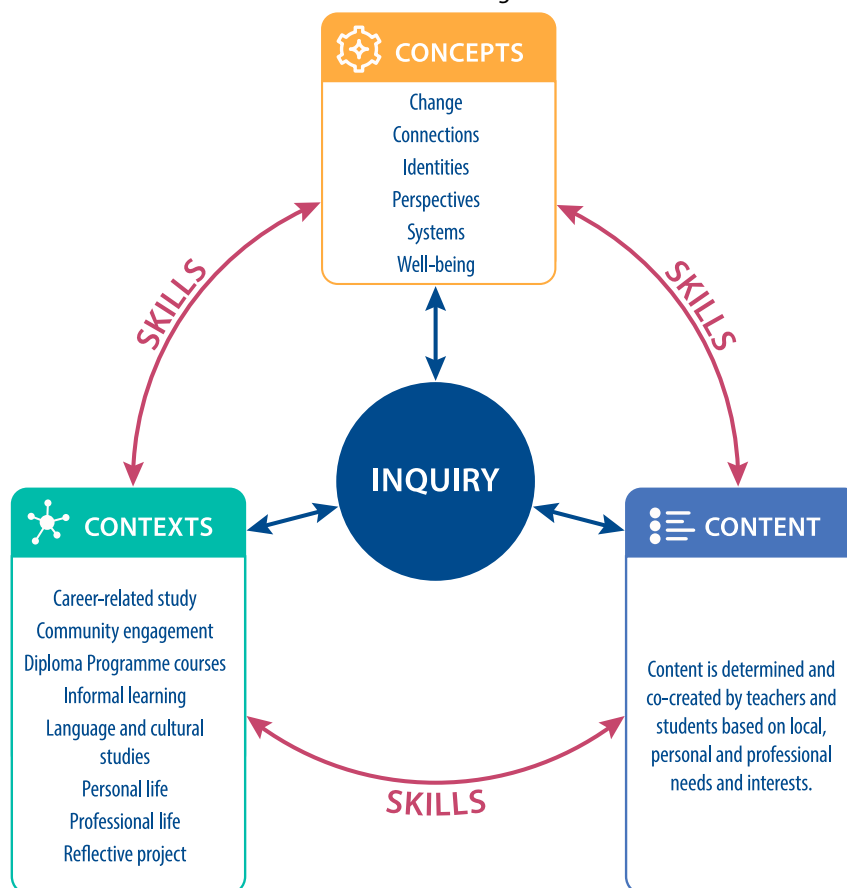


Figure 2 illustrates the interaction of concepts, contexts and content explored through inquiry and supported by skills. All elements are essential and of equal importance. They can be combined in myriad ways to provide a variety of interesting learning engagements through inquiry, while skills are applied to support the learning.

Depending on the nature of the inquiry, different combinations of concepts, contexts, content and skills can be integrated. Teachers can combine them in a variety of ways to provide learning engagements that will enable students to achieve the learning outcomes. Multiple links are encouraged so that students may encounter the same skills or the same concepts more than once in the delivery of the course. For example, multiple skills may be developed in relation to the same concept; similarly, multiple concepts or contexts may be used to develop and apply the same skill. This flexible approach also facilitates differentiation of instruction and personalization of learning.

Requirements

- The PPS course is a required component of the Career-related Programme (CP).
- It is a timetabled course of a **minimum of 100 hours** and is completed over the two years of the CP.
- Each school develops their own PPS course based on students' needs and interests by using the elements of course design outlined in this guide.
 - A **minimum of four concepts** must be addressed. However, schools can design the course to address more than four concepts if so desired.
 - Each skill developed must be applied in a **minimum of two contexts** to encourage transferability.

- Course content should be determined by teachers or co-created by teachers and students. Students must develop a **minimum of two skills from each skill domain**.
- As there are four skill domains, students must develop a minimum of eight skills in total.
- To achieve successful completion of PPS, students will need to demonstrate that all five learning outcomes have been met.
- Students curate a portfolio as evidence of progress towards the learning outcomes throughout the two years of the course. A brief annotation to identify each artefact and explain why it was selected should accompany each artefact included in the portfolio.
- Teachers monitor students' progress throughout the course.
- The school is responsible for determining and reporting completion of the course in relation to the learning outcomes.

For more information, see the [“Evidencing and monitoring”](#) section of this guide.

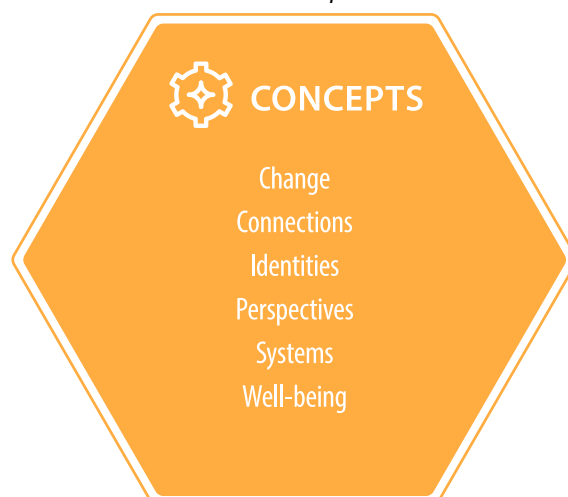
Syllabus details

Concepts

Concepts are the focus of exploration.

The six PPS concepts are fundamental, abstract ideas that frame each inquiry, providing insight and structure for student learning. These six concepts are broad enough to allow for the investigation of a wide range of topics and ideas. They can be used to foster a variety of personal and professional skills and are applicable to multiple contexts.

Figure 3
PPS concepts



A **minimum of four concepts** must be addressed during the two years of the CP. However, schools can design the course to address more than four concepts if so desired. Table 2 provides details about each concept.

Table 2
Definitions and applications of PPS concepts

Concept	Definition	Application to PPS
Change	Change refers to the evolution, adaptation, movement or transformation from one form, state or value to another. Change can be social, cultural, political, economic, technological or ecological in nature. It may be experienced at personal, local or global levels. Changes can have intended or unintended consequences, with small-scale or far-reaching impacts. Profound, dynamic developments are constantly challenging and transforming society and the workplace (e.g. technological changes including the digital information economy; the growth of automation and artificial intelligence (AI); and economic and social	Students explore various factors and forces that shape the world and learn to adapt to, manage and influence change. Through this learning, they become effective, responsible and ethical participants in a world characterized by complexity, change and uncertainty.

Concept	Definition	Application to PPS
	globalization). Change may be explored through a variety of lenses and methods, keeping in mind the complex interactions between individuals, societies and the larger ecosystem.	
Connections	Connections are links, bonds and relationships between people, objects, organisms, ideas or other types of entities. Connections influence, and are influenced by, identities, interactions and perspectives. They are important to human and natural systems, well-being and change. Any change in a connection causes an impact that might be individual, small-scale or far-reaching. The impact may affect large networks and systems, such as human societies or the planetary ecosystem.	Students notice and appreciate the connections between people, ideas, concepts, cultures and contexts. Connections can be explored in a variety of contexts. The concept of connections can be explored through the lens of an interconnected global workplace as well as through localized contexts.
Identities	Identities refers to the particular combinations of backgrounds, dispositions and experiences that define individuals, groups, communities, organizations, objects, eras and places. Identities are complex and dynamic. They can be shaped through internal, external, present and past influences. Individual and collective identities are manifested in both tangible and intangible ways, and these identities influence our view of the world and how others view us.	Students explore how cultural norms and values develop through shared identities to build a sense of community among groups. Students also seek to understand their own identities in a meaningful way.
Perspectives	Perspectives refers to the positions from which we view situations, objects, facts, ideas and opinions. Perspectives may be associated with individuals or groups, and they may be influenced by social, cultural, disciplinary, political or historical contexts. Different perspectives often lead to multiple representations and interpretations.	Students explore multiple perspectives in order to deepen their critical-thinking skills and develop an appreciation of others who may hold a different perspective to their own.
Systems	Systems are sets of interacting or interdependent elements that use processes or procedures to work towards a common purpose. Social, economic, political and ecological systems provide a lens for exploring structure, interdependence, complexity and change in the human and natural worlds. Professional settings include both human and non-human systems that are necessary for an organization to function.	Students identify, analyse and explore various systems in both personal and professional contexts. Students may also seek to understand their own roles within various systems. In doing so, they can develop effective strategies and practices that will help them to navigate, challenge or thrive within those systems.
Well-being	Well-being generally refers to one's physical and mental state of being, which influences overall quality of life. Individual well-being exists in conjunction with the well-being of communities, as well as with ecological and planetary well-being. Individual well-being can fluctuate based on a variety of factors, such as physical health, emotional resilience,	Students explore the state of their own mental and physical well-being in relation to others and in different contexts. They use reflective practice to identify strategies for maintaining their well-being

Concept	Definition	Application to PPS
	social support, financial stability, work–life balance and personal fulfilment. A range of skills and behaviours can be developed to manage and contribute to positive mental and physical well-being.	and a healthy work–life balance.

Contexts

Contexts are the areas in which exploration takes place.

The eight PPS contexts are the circumstances, events and settings that give relevance to the concepts and content explored and serve as the setting for skill development. Students may explore concepts, develop skills and conduct inquiries during the PPS course in several possible contexts. The nature of these contexts may be:

- **academic** (e.g. the CP core components—community engagement (CE), language and culture studies (LCS) or the reflective project (RP); Diploma Programme (DP) courses; career-related studies (CRS))
- **professional** (e.g. work; internships; leadership or mentoring opportunities; job fairs; other encounters with potential employers)
- **personal** (e.g. interactions with family, friends or community members)
- **informal** (e.g. clubs; athletics; extra-curricular lessons, such as music, arts or other skills-related activities; online courses).

Other contexts may also be possible, depending on the school's setting and environment.

Figure 4

The eight PPS contexts



Teachers and students may choose any number of contexts in which to base an inquiry. However, to increase conceptual understanding and to adequately acquire and develop a skill, a range of contexts should be used. Therefore, each skill should be developed and applied in a **minimum of two contexts** across the two years of the PPS course.

Teachers and students can select the contexts that best support learning and skill development. Table 3 suggests skills that might be developed within different contexts. Note that these are only examples and are not an exhaustive list.

Table 3

Description of skill development in PPS contexts

Context	Description of skill development in context
Career-related study	The career-related study might include technical and transversal skills developed in the classroom as well as through projects, internships and work experience.
Community engagement	CE has four learning outcomes that integrate many of the transversal skills of the PPS course. These include collaboration, self-awareness, ethical decision-making and the social skills of community engagement and social and civic responsibility.
DP courses	In DP courses, students will appreciate the benefits of and see synergies between the skills developed in the PPS course and the approaches to learning: thinking, research, communication, social and self-management skills.
Informal learning	A variety of skills, such as resilience, collaboration, communication, reflection and leadership, can be developed and applied through students' participation in extracurricular activities. These activities might include athletics teams, clubs or other informal learning contexts.
Language and cultural studies	The LCS component highlights social skills, communication and intercultural understanding alongside self-management and thinking skills.
Personal life	Learners are encouraged to transfer interpersonal skills by applying them to aspects of their personal lives in formal and informal settings. This can include interactions within friendship groups, social groups or with family.
Professional life	Students can develop proficiency in self-management, communication, problem-solving and conflict management while employed or participating in an internship programme.
Reflective project	The RP provides opportunities to apply thinking skills, including critical thinking, creativity and problem-solving, as well as skills such as information literacy, self-management and intercultural understanding.

Content

Content is the information to explore.

Content in the PPS course is determined and co-created by teachers and students based on local, personal and professional needs and interests. The content should include the information that the learner intends to understand and retain. Because content will differ from context to context, it may look different in each school's setting.

Figure 5
PPS content



Teachers and students can determine or co-create content for the PPS course based on the concepts and contexts being explored. Table 4 provides several examples of possible content that might be explored in relation to identified concepts and contexts.

Table 4
Examples of concepts, contexts, content and activities

Concepts	Contexts	Example content	Example activities to access the content
Identities Well-being	Personal life	Students' strengths and areas for improvement	Students take a strengths inventory to determine their own individual strengths and areas for improvement.
Connections Perspectives	Language and cultural studies Personal life	Personal values (how they are developed and influenced by experiences, perspectives and culture)	Students interview family members or do research to identify different cultural values, then compare and reflect on their own values. Students share, discuss and explore the diversity of cultural or personal values among their classmates.
Systems Perspectives	Career-related study Reflective project Professional life	Ethics in personal and professional contexts	Teachers suggest or students research current events in the news to identify personal and professional scenarios that represent ethical issues in local and global contexts. Students discuss and debate differing perspectives on the issues.
Identities Well-being	Personal life Career-related study	Individual goal-setting	Students develop personal goals that they monitor and reflect on throughout the course. Students set professional goals and identify the steps needed to reach those goals, including steps they can take now to prepare for success.
Systems Connections	Informal learning Personal life	Understanding one's digital footprint (using	Students research and discuss the use and impact of technology and social media in a professional setting.

Concepts	Contexts	Example content	Example activities to access the content
	Professional life	technology and social media ethically)	Students then complete a personal technology and social media audit to understand their use and its impact.
Change Perspectives	Any context could be applicable, depending on the students' examples	Problems in practice	Students read an article about change management or conflict mediation approaches and identify examples of problems, conflicts or major changes that they have experienced in a variety of contexts. They then reflect on how the situations were resolved. Students share an example with the class and discuss alternative approaches to problem-solving, conflict mediation or change management.
Connections Systems	Personal life Professional life Reflective project	Artificial intelligence (AI)	Students identify, analyse and evaluate various AI tools and identify appropriate uses of AI in personal and professional contexts. Students discuss potential implications or problems arising from AI use. Students discuss and identify strategies for the ethical use of AI.

Skills

Skills are to be developed and applied.

A variety of personal and professional skills is critical to success in a complex and constantly changing world. Learning opportunities that enable students to develop these skills are therefore necessary. Students must be empowered to make ethical decisions, be active members of their community, engage in productive work and continue learning throughout their lives (UNICEF, 2019). Because these skills are broadly applicable, they are also seen as transferable or transversal—students can learn to perform tasks using these skills in a particular context and then apply the skills to different contexts. Transversal skills are important because of their holistic and contextual nature and their ability to support social and cultural development and lifelong learning. These skills are increasingly in high demand for learners to successfully adapt to changes and to lead meaningful, contributive lives.

The skills explored in the PPS course support and empower students as they shape their own futures. These skills enable students to become resilient, adaptive learners and citizens who are well equipped to navigate personal, academic, social and economic challenges. As these skills are transversal, they can be applied across a wide variety of contexts in school, life and work. They also reflect the skills and dispositions evident in the IB approaches to learning and the IB learner profile.

The skills are grouped into four domains.

	Intrapersonal skills
	Interpersonal skills



Thinking skills



Intercultural understanding

Each skill domain includes a variety of related skills. A **minimum of two skills from each skill domain** should be developed over the two years of the PPS course. Each skill should be applied in a **minimum of two contexts** to demonstrate skill transference. However, schools can design the course to apply any skill in more than two contexts if so desired. Schools may also identify and develop other transversal skills not listed in tables 5–8 based on students' needs and interests, provided the minimum requirement has been met.

Tables 5–8 describe the domains and skills that can be selected for development during the PPS course. "Reflection and reflexivity", "change management and conflict mediation" and ethics-related skills have been included in more than one domain to allow for additional opportunities to explore, develop and apply subtly different aspects of these complex skills.

Intrapersonal skills

Intrapersonal skills involve self-awareness and the understanding of our own emotions. Students explore their own traits, behaviours, emotions and abilities to develop an awareness of their own interests, goals, strengths and areas for improvement.

Table 5

Definitions of intrapersonal skills

	Definition
Adaptability	Adaptability is the ability to adjust to new conditions. This involves recognizing possible alternative actions and applying them to new situations. It also involves learning to be proactive rather than reactive.
Reflection and reflexivity	Reflection is a process relating to action and impact—what, how, why and with what effect we and others do what we do. Reflexivity is a process relating to beliefs and values—what, how, why and with what effect we and others think what we think. Reflective and reflexive practice allows for the critical review of our thinking and actions.
Resilience	Resilience is the ability to thrive in the face of adversity. Stress is hard on both our physical and emotional wellness, so coping skills are crucial. Coping skills allow us to recover from adversity and manage change.
Self-advocacy	Self-advocacy is the ability to communicate our needs. This involves learning about our strengths and challenges, the different tools and resources that can support personal and professional growth, and how to ask for help.
Self-awareness	Self-awareness involves being conscious of different aspects of ourselves, including traits, behaviours and feelings. It also includes awareness of how we have an impact on, and are influenced by, others.

	Definition
Self-management	Self-management includes skills that help us to control various aspects of our lives, such as the choices we make, our actions, our reactions, our thoughts and our feelings. This includes motivation, time management and self-discipline.

Interpersonal skills

Interpersonal skills are the behaviours and strategies we use to interact effectively with others. Students practise communication, collaboration and teamwork skills to build confidence in relating to others. These skills enable students to influence, manage and respond to change in a complex world.

Table 6

Definitions of interpersonal skills

	Definition
Change management and conflict mediation	Change management is a systematic approach to planning, implementing and managing significant changes within organizations, processes, structures or cultures. It involves navigating transitions while minimizing disruption and negative impacts. Conflict mediation is the handling and resolving of (perceived) disagreements or conflicts within organizations, between individuals or in any social or interpersonal context. The primary goal of conflict mediation is to find constructive ways to address and resolve conflicts. Both change management and conflict mediation involve flexibility, problem-solving and negotiation skills, thereby enabling the fair and efficient handling of change and conflicts.
Collaboration and networking	Collaboration is the capacity to work with others in a genuine joint activity, requiring interdependence to solve a problem, achieve a goal or complete a task. The process of collaboration requires cognitive skills such as communication, negotiation, conflict resolution, perspective-taking, decision-making, self-management, self-awareness and self-regulation. Individuals also need to be flexible and to recognize and value the contributions of others. Networking is based on the idea that we can build a relationship with people from a point of common interest. This might be, for example, professional background, engagement in a common task, membership of an organization or a business interest.
Communication	Communication is the expression and exchange of meaning through language or any other mode. Communication is often multimodal, including non-linguistic elements such as body language, gestures and images. The success of communication depends on the cooperation and negotiation of meaning between individuals within a particular sociocultural and situational context.
Leadership	Leadership is the ability to influence or guide others towards a goal or aim. Leaders set direction, support others, keep projects or events on track, and keep participants engaged and motivated. Leadership is not solely about holding a formal position or title—it can be demonstrated at all levels of an organization or in various personal and

	Definition
	professional situations. For example, leaders may direct the activities of others, but they might also simply lead through their own actions, modelling appropriate behaviour or inspiring others.

Thinking skills

Thinking skills involve cognitive processes that we use to solve problems, make decisions, ask questions, plan, organize and create. Critical and creative thinking, problem-solving and information literacy skills consistently top the list of skills necessary to successfully navigate our ever-changing world in a variety of contexts.

Table 7

Definitions of thinking skills

	Definition
Critical thinking	Critical thinking focuses on interrogating assumptions, evaluating claims and critiquing solutions based on evidence. It is a purposeful process that uses analysis, synthesis, interpretation and inference to arrive at a judgement. The process also involves explaining the evidence, method, criteria and contextual considerations upon which a judgement is based.
Creative thinking	Creative thinking is the ability to look at things differently and find new ways of solving problems. It also includes the ability to use imagination to generate insight and divergent connections between concepts and ideas.
Ethical decision-making	Ethical decision-making consists of identifying and describing ethical issues in a variety of contexts, articulating the ethical considerations involved in different responses to those issues and providing a rationale for a position that addresses those considerations.
Information literacy	Information literacy is the ability to effectively find, evaluate, use and communicate information from various sources in a critical and responsible manner. It includes the skills and knowledge to navigate the vast amount of information available in an information-rich digital society. Information literacy is vital for helping us to make informed decisions, solve problems and participate effectively in academic, professional and personal contexts.
Problem-solving	Problem-solving is the ability to find solutions to problems in an effective and timely manner. It involves defining a problem, determining the cause of the problem, and identifying, prioritizing and selecting potential solutions. Problem-solving is an essential skill in daily life, whether the problems being solved are personal or professional in nature.
Reflection and reflexivity	Reflection is a process relating to action and impact—what, how, why and with what effect we and others do what we do. Reflexivity is a process relating to beliefs and values—what, how, why and with what effect we and others think what we think.

	Definition
	Reflective and reflexive practice allows for the critical review of our thinking and actions.
Systems thinking	Systems thinking is an approach to problem-solving and understanding complex phenomena. It focuses on viewing a situation or issue as a whole, interconnected system rather than as isolated parts. It recognizes that understanding these connections is crucial for gaining insights into problem-solving.

Intercultural understanding

Intercultural understanding involves knowledge and understanding of our own culture, other cultures and the similarities and differences between cultures. It relies on a variety of interpersonal and intrapersonal skills, such as ethics, values and collaboration across cultures, as well as the social awareness and responsibility required to be an effective global citizen. These skills enable students to be effective and ethical participants in diverse settings.

Table 8

Definitions of intercultural understanding skills

	Definition
Change management and conflict mediation	Change management is a systematic approach to planning, implementing and managing significant changes within organizations, processes, structures or cultures. It involves navigating transitions while minimizing disruption and negative impacts. Conflict mediation is the handling and resolving of (perceived) disagreements or conflicts within organizations, between individuals or in any social or interpersonal context. The primary goal of conflict mediation is to find constructive ways to address and resolve conflicts. Both change management and conflict mediation involve flexibility, problem-solving and negotiation skills, thereby enabling the fair and efficient handling of change and conflicts.
Civic and social responsibility	Civic and social responsibility consists of behaviours, attitudes and actions that support concerned and active participation within a community in an informed, committed and constructive manner.
Empathy	Empathy is the ability to emotionally understand what other people may be feeling and to see things from others' points of view. It involves imagining yourself in someone else's position to better understand their thinking and feelings.
Ethics and personal values	Ethics is the study of right and wrong, as well as any system or code of moral rules, principles or values. Understanding why something is right or wrong helps to inform and guide our choices, actions and behaviours. Personal values are the principles that influence our choices, shape our behaviours and provide a framework for understanding our place in the world. A basic understanding of the principles of ethics and self-reflexivity can help us to determine our own personal values. It can also help us to navigate our personal and

	Definition
	professional lives, foster moral development, cultivate critical thinking, make responsible choices and be accountable for our decisions.
Reflection and reflexivity	Reflection is a process relating to action and impact—what, how, why and with what effect we and others do what we do. Reflexivity is a process relating to beliefs and values—what, how, why and with what effect we and others think what we think. Reflective and reflexive practice allows for the critical review of our thinking and actions.
Self-efficacy	Self-efficacy is the belief we have in our own abilities—specifically our ability to meet challenges and complete tasks successfully. Self-efficacy influences the initiation of coping behaviours when we encounter stress or challenges.
Social awareness	Social awareness is the ability to consider the perspectives of individuals, groups or communities, and to apply that understanding to interactions with them. It helps learners to understand professionalism in the workplace, and facilitates communication and collaboration. In a personal context, social awareness is a fundamental part of creating friendships and relationships.

Skills integration

Just as teachers and students can develop the content for the PPS course based on the concepts and contexts being explored, they can also determine which skills will be developed. Table 9 expands on table 4 to provide examples of skills that could be developed for certain concepts, contexts and content. While these are only examples, and not an exhaustive or definitive list, they show how the selection of skills serves as a foundation to enable students to accomplish the learning.

Table 9
Example skills integration

Concepts	Contexts	Example content	Example activities to access the content	Skills
Identities Well-being	Personal life	Students' strengths and areas for improvement	Students take a strengths inventory to determine their own individual strengths and areas for improvement.	Intrapersonal skills • Self-management • Self-awareness • Reflection and reflexivity
Connections Perspectives	Language and cultural studies Personal life	Personal values (how they are developed and influenced by experiences, perspectives and culture)	Students interview family members or do research to identify different cultural values, then compare and reflect on their own values. Students share, discuss and explore the diversity of cultural or personal values among their classmates.	Intercultural understanding • Social awareness • Empathy • Ethics and personal values

Concepts	Contexts	Example content	Example activities to access the content	Skills
Systems Perspectives	Career-related study Reflective project Professional life	Ethics in personal and professional contexts	Teachers suggest or students research current events in the news to identify personal and professional scenarios that represent ethical issues in local and global contexts. Students discuss and debate differing perspectives on the issues.	Thinking skills - Critical thinking - Ethical decision-making - Problem-solving
Identities Well-being	Personal life Career-related study	Individual goal-setting	Students develop personal goals that they monitor and reflect on throughout the course. Students set professional goals and identify the steps needed to reach those goals, including steps they can take now to prepare for success.	Intrapersonal skills - Self-management - Reflection and reflexivity Intercultural understanding - Self-efficacy
Systems Connections	Informal learning Personal life Professional life	Understanding one's digital footprint (using technology and social media ethically)	Students research and discuss the use and impact of technology and social media in a professional setting. Students then complete a personal technology and social media audit to understand their use and its impact.	Thinking skills - Critical thinking - Systems thinking - Reflection and reflexivity Interpersonal skills - Communication
Change Perspectives	Any context could be applicable, depending on the students' examples	Problems in practice	Students read an article about change management or conflict mediation approaches and identify examples of problems, conflicts or major changes that they have experienced in a variety of contexts. They then reflect on how the situations were resolved. Students share an example with the class and discuss alternative approaches to problem-solving, conflict mediation or change management.	Intrapersonal skills - Resilience - Adaptability - Reflection and reflexivity Interpersonal skills - Change management and conflict mediation Thinking skills - Creative thinking - Problem-solving
Connections Systems	Personal life Professional life Reflective project	Artificial intelligence (AI)	Students identify, analyse and evaluate various AI tools and identify appropriate uses of AI in personal and professional contexts.	Thinking skills - Critical thinking - Systems thinking - Ethical decision-making

Concepts	Contexts	Example content	Example activities to access the content	Skills
			Students discuss potential implications or problems arising from AI use. Students discuss and identify strategies for the ethical use of AI.	• Information literacy • Reflection and reflexivity

The learning process in PPS

Inquiry-based learning

Approaches to teaching (0403)

Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)

Programme standards and practices

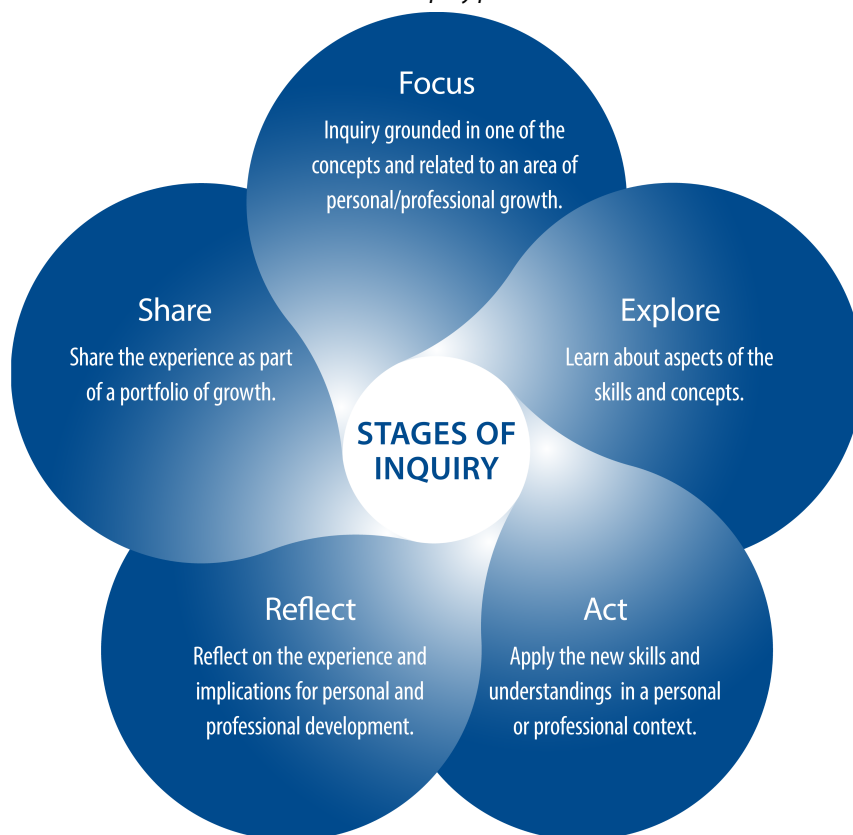
Inquiry involves making connections through direct experiences and often focuses on understanding concepts. In the personal and professional skills (PPS) course, students explore a variety of concepts and develop skills by taking action in specific contexts. Inquiry drives this interaction of concepts, contexts, content and skills.

Inquiry-based learning in the PPS course is structured into five stages.

- Focus
- Explore
- Act
- Reflect
- Share

While the stages facilitate planning, the nature of inquiry implies an iterative, cyclical process that may not be linear, allowing students to engage in active learning. Figure 6 outlines the inquiry process in the PPS course.

Figure 6
The PPS inquiry process



The different stages of the PPS inquiry process are interrelated and flexible, as they often overlap. For example, reflection in the exploration stage might lead to a change in focus. In the action stage, reflection on the learning might lead to a change of focus or further exploration. Inquiries undertaken often inform or inspire future inquiries as students transfer their learning and apply it to new, unfamiliar contexts. This new context may then prompt new questions and more nuanced understandings.

Inquiry may be individual or collaborative, and activities may be directed (teacher-led), guided (shared responsibility between the teacher and student) or open (student-led). Students will engage in numerous inquiries throughout the course, and a variety of approaches might be used. Depending on the school and local circumstances, some forms of inquiry might be more prevalent than others. However, inquiry should become more student-led as the course progresses. Table 10 shows the different forms inquiry might take in a PPS classroom, depending on which aspects are defined by the teacher (T) and which are open to student choice (S).

Table 10
Different forms of inquiry

	Focus questions and learning outcomes	Activities and learning engagements	Concepts, contexts and skills
Directed inquiry Students investigate a teacher-presented inquiry focus through concepts, contexts, skills and activities. The inquiry focus question and learning outcomes are predetermined for students.	T	T	T

	Focus questions and learning outcomes	Activities and learning engagements	Concepts, contexts and skills
Guided inquiry Students investigate a teacher-presented inquiry focus question and concept using student-designed and student-selected activities. Students might also select relevant contexts and skills. Teachers and students co-construct and develop key elements of the inquiry, but the teacher sets some non-negotiable elements.	T	S	T, S
Open inquiry Students formulate the inquiry focus questions and use student-designed and student-selected concepts, contexts, skills and activities. While teachers might provide support or guidance, these inquiries are student-led.	S	S	S
<i>Adapted from Banchi and Bell (2008)</i>			

PPS approach to inquiry

Focus

Focus: Inquiry grounded in one of the concepts and related to an area of personal or professional growth.

Teachers and students should establish a focus question that gives scope and purpose to the inquiry. This helps to identify appropriate concepts and content to guide the learning engagement, and then helps to determine which skills should be developed in which contexts.

Effective focus questions are open-ended, promote deep thinking and often lead to further questions and exploration. Table 11 provides examples of possible focus questions for each of the PPS course concepts. Teachers and students should develop their own focus questions to personalize the learning, making it more relevant and meaningful.

Table 11
Example focus questions for each concept

Concept	Example focus questions
Change	How can change be managed in a professional setting? How do we know if or when change is helpful or harmful? Why is change necessary for personal growth? How can we initiate change? How can we manage change when it is not initiated by us?
Connections	Should a person's individual cultural identity conform to wider cultural values present in their environment? How do individuals' relationships with money influence their decision-making, financial well-being and overall quality of life? How do changes in roles in the workplace impact relationships?

Concept	Example focus questions
	Is society better off for the connections created by globalization?
Identities	Why are certain behaviours acceptable in one context but not in another? How do different languages and customs coexist within one society? Do young people's actions contribute to an overall sense of "community" in society? Does cultural identity remain constant?
Perspectives	Is the truth whatever the majority of people accept? Do different perspectives inevitably lead to conflict? How should industry promote cultural diversity? What influences an individual's perspectives?
Systems	To what extent do systems stifle creativity? How do feedback loops within natural or organizational ecosystems contribute to their resilience and stability? How have systems changed over time in the workplace? How can systems thinking be applied to address complex societal challenges such as climate change or healthcare reform?
Well-being	What impact are changing workplace environments having on employee well-being? How aware are we of our own well-being? To what degree do our habits contribute positively or negatively to our well-being? How comfortable are we with communicating our state of well-being to others?

Table 12 shows how, given the same concept—in this case, "change"—different focus questions can frame the inquiry through a different lens, altering the selection of skills, contexts and learning outcomes.

Table 12

Example focus questions leading to different inquiries for the concept of "change"

Focus question	Skill domain	Skills	Contexts	Learning outcomes (LO)
How can change be managed in a professional setting?	Thinking skills	Problem-solving Ethical decision-making	Career-related study	LO3 LO5
	Interpersonal skills	Leadership Change management and conflict mediation	Professional life Community engagement	LO2
Why is change necessary for personal growth?	Intrapersonal skills	Self-management Resilience Adaptability Reflection and reflexivity	Personal life Informal learning	LO1
	Interpersonal skills	Change management and conflict mediation		LO2

Explore

Explore: Learn about aspects of the skills and concepts.

Using the focus question as guidance, teachers and students build foundational knowledge as they identify which actions, activities or experiences might best serve the inquiry. They acquire and transfer knowledge, as well as the skills appropriate to the context. To gather information and build or expand on knowledge of the content, students might:

- conduct a literature review
- conduct an interview
- take or create surveys or questionnaires
- explore different perspectives
- determine the objectives, activities and skills needed for the next stage of the inquiry.

Act

Act: Apply the new skills and understandings in a personal or professional context.

Through engagement in a variety of activities, students further develop or apply the identified knowledge and skills to achieve the objectives of the inquiry. Active inquiry involves action based on the content and insights from the previous stages. Students apply their learning and put skills into practice to address a problem or answer the focus question. Activities might be individual or collaborative. Multiple activities might be used to help students to gradually deepen their understanding of the concepts or to develop, practise and apply skills.

Depending on the nature of the inquiry, students might engage in a range of activities that are relevant to the specific concept, context, content or skill being explored. For example, students might:

- engage in peer discussions
- create a project
- visit a museum
- take part in an event
- develop and implement strategies
- take an active role within the school or community
- organize or host an event
- design and implement solutions.

Reflect

Reflect: Reflect on the experience and implications for personal and professional development.

Reflective practice underpins the PPS course. As students develop skills that allow them to think and act in a variety of contexts, purposeful reflection enables them to make explicit connections that can lead to conceptual understanding and personal and professional growth.

Reflecting on the outcomes and experiences of each inquiry is crucial. This stage of inquiry provides students with the opportunity to review the learning engagement, both critically and metacognitively. Through this reflection, students assess the effectiveness of their actions, consider the impact of their learning and create goals for future learning. Teachers can model reflective practice, partner in the reflective process with students, or students can reflect independently allowing for greater student agency. Reflections could take place at interim moments during, or at the close of, the inquiry.

The following example reflection questions and suggestions for approaches to reflection can be used during any inquiry and can be adapted to any concept, context, content or skill.

Example reflection questions

- What new understanding do you have of this concept, context, content or skill?
- How has your thinking about this concept, context, content or skill changed?

- How does the application of the skills vary depending on context?
- What did you do well? What opportunities for growth can you identify?
- What are your next steps for developing and applying this skill?

Example approaches to reflection

- Individual: written, visual or multimodal (e.g. journals, blogs, vlogs, mind maps)
- Small groups or peer pairs: verbal or written (e.g. peer discussions, group report out, “exit ticket” or presentations)
- Interviews or teacher–student discussions
- Interim reflection points (designed for longer projects or activities)

Nature of student agency

- Modelling by educators: Written feedback (e.g. annotations on pieces of work or comments on a digital document) during the learning process gives students an example of what reflection looks like. It is also important to include suggestions for improvements.
- Designed by learners: Students should take ownership of their own reflective process. They can do this individually using traditional formats, such as a notebook or journal, or more contemporary methods, such as a digital application.



More information about reflective and reflexive practice can be found in the *Personal and professional skills teacher support material*.

Share

Share: Share the experience as part of a portfolio of growth.

Sharing one’s learning is an opportunity to evidence and celebrate new understandings and skill development. Sharing can take many forms. For example, it might take a dialogic form, such as an interview or conversation between student and teacher or student and peers. Alternatively, it might take a presentational form, such as the creation of an infographic or multimedia presentation. Students might share their learning with the school or wider community, or sharing might remain within the classroom, among peers.

As part of the PPS course, students share evidence in the form of a portfolio to demonstrate the skills and concepts explored in various contexts. Table 13 provides examples of ways students can share their learning.

Table 13
Examples of sharing

Example forms of sharing	Example ways students can share learning
Dialogic	• Host a podcast episode or series. • Write and perform a script, short story, song or poem to peers. • Organize and participate in a debate. • Facilitate a class discussion or organize a panel of “experts” on the topic.
Visual	• Develop a multimedia presentation using audio-visual elements. • Construct an infographic or mind map. • Write and record a short film, commercial or documentary.

Example forms of sharing	Example ways students can share learning
	• Create an artistic representation of the learning (e.g. sculptures, drawings or paintings).
Community	• Develop a website or web page. • Write and publish a newsletter or brochure for the community. • Design and create an artistic mural to be displayed in a public space. • Write and deliver a speech at a community event or meeting.

Engaging with sensitive topics

The flexibility of PPS course design provides students with the opportunity to engage with a broad range of interesting and stimulating topics as they research and explore a variety of concepts and content through inquiry. A range of skills is developed in multiple contexts, including intrapersonal skills that often demand introspection and reflexivity as students consider diverse cultures, values and perspectives, and challenge their own thinking.

This exploration may sometimes challenge learners intellectually, personally and culturally, as their inquiry may involve sensitive or mature topics. Career-related Programme (CP) coordinators and PPS teachers should be aware of this and provide guidance to students on how to approach and engage with such topics and issues in a responsible manner.

Engaging with sensitive topics in PPS must be done with every reasonable effort to encourage students to respond with respect for their peers and larger learning communities. Providing a safe environment in which discussion may be facilitated is an important role of the teacher. In general, approaching sensitive topics in PPS must be done through a caring and critical lens, and bearing in mind the International Baccalaureate's (IB's) commitment to international-mindedness and intercultural respect.

Assessment in the Career-related Programme

General

Assessment is an integral part of learning and teaching. The most important aims of assessment are that it should support curricular goals and encourage student learning.

There are two main types of assessment traditionally identified by the International Baccalaureate (IB).

- Formative assessment informs both learning and teaching. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.
- Summative assessment gives an overview of previous learning and is concerned with student achievement at, or towards the end of, the course of study.

A comprehensive assessment plan is viewed as being integral with learning, teaching and course organization. For further information, see the IB [Programme standards and practices](#) document.

Approaches to assessment (0404)
Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)
Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)
Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)
Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)
<i>Programme standards and practices</i>

The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges students' work by their performance in relation to identified levels of attainment, and not in relation to the work of other students. For further information on assessment within the Career-related Programme (CP) please refer to the publications [Assessment principles and practices—Quality assessments in a digital age](#) and the documents on the "[Assessment as pedagogy and formative feedback in the Diploma Programme](#)" Programme Resource Centre (PRC) page.

Academic integrity

Academic integrity in the CP is a set of values and behaviours informed by the attributes of the learner profile. In learning, teaching and assessment, academic integrity serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—is to be authentic, based on the student's individual and original ideas, with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.

For further information on academic integrity in the IB, please consult the IB publications *Academic integrity*, *Effective citing and referencing* and *Career-related Programme: From principles into practice*. The *Academic integrity* publication also provides guidance about the use of artificial intelligence (AI) (see “Appendix 6” of the *Academic integrity* publication).

Inclusive access arrangements

Inclusive access arrangements are available for students with access requirements. Standard assessment conditions may put students with assessment access requirements at a disadvantage by preventing them from demonstrating their attainment level. Inclusive access arrangements enable students to demonstrate their ability under assessment conditions that are as fair as possible.

The IB document *Access and inclusion policy* provides details on all the inclusive access arrangements available to students. The IB document *Learning diversity and inclusion in IB programmes: Removing barriers to learning* outlines the position of the IB with regard to students with diverse learning needs in the IB programmes. For students affected by adverse circumstances, the “General regulations” section in the *Diploma Programme Assessment procedures* (updated annually) and in the *Career-related Programme Assessment procedures* (updated annually) provide details on access consideration.

The nature of assessment in PPS

Focus of assessment

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

The focus on learning outcomes emphasizes that it is the quality of the entire learning journey and its contribution to the student's development that is of most importance.

The school is responsible for monitoring and assessing the progress of learners in relation to the learning outcomes. At the end of the course, schools are responsible for determining whether each student has satisfactorily completed the PPS requirements. Schools must report this to the IB via the IB Information System (IBIS). Schools determine the completion of PPS; therefore, they should ensure that students understand the course requirements, learning outcomes and how completion will be determined.

Types of assessment

The PPS course includes both formative and summative assessment. Summative assessment in PPS usually takes place at the end of the course and evaluates demonstration of the learning outcomes to determine completion of the course. Schools determine how students will achieve the outcomes; schools also determine satisfactory completion of the course. This determination is supported by the cumulative evidence of the PPS portfolio and formal discussions or observations throughout the two years of the course.

Assessment in PPS should be ongoing and focused on students' progression towards meeting the learning outcomes. In this respect, formative assessment can also inform conclusions about whether a student has successfully completed the course.

Because the portfolio is curated across the two years of the PPS course, it is important for teachers to monitor student progress over time. Teachers might use a variety of formative approaches (e.g. periodic progress checks) or summative approaches (e.g. interim evaluation of portfolios at specific points in time) to confirm progress and inform learning and teaching as students work towards attaining the learning outcomes.



More information and samples of assessment in PPS can be found in the *Personal and professional skills teacher support material*.

Evidencing and monitoring

Learning outcomes in more detail

The learning outcomes identify the learning that should take place throughout the PPS course and are central to evidencing the completion of PPS. Teachers should design their school's PPS course to allow ample opportunities for students to achieve the learning outcomes by providing a variety of inquiry-based activities over the two years of the course. As each inquiry is completed, students will reflect on their learning and curate a portfolio that provides evidence of completion of each of the learning outcomes.

Students may better understand the learning outcomes with the use of descriptors. The PPS teacher and students can discuss each outcome and design descriptors specific to the PPS course within the school's context as well as students' interests and needs. They can then agree whether the learning outcomes have been achieved.

Table 14 provides example descriptors to indicate what students might demonstrate to evidence attainment of the learning outcomes. These examples can be adapted, and other descriptors can be added.

Note that while all learning outcomes must be addressed, not every descriptor must be met, as evidence will be based on the learning engagements undertaken throughout the course.

Table 14

Example descriptors for learning outcomes

Learning outcomes (LO)	Example descriptors
LO1 Develop and apply intrapersonal skills in a variety of contexts.	- Students demonstrate self-awareness through an understanding of their own personal traits, behaviours, emotions and abilities. - Students can articulate their personal interests, goals, strengths and areas for improvement. - Students demonstrate self-management through their ability to appropriately manage their time, behaviour and emotions. - Students demonstrate resilience and perseverance when faced with challenges. - Students can advocate for themselves and are willing to ask for help when needed. - Students understand and habitually engage in reflective and reflexive practice by critically examining their own and others' thinking and actions.
LO2 Develop and apply communication and interpersonal skills in a variety of contexts.	- Students use clear and appropriate communication skills. - Students contribute effectively to collaborative projects or activities. - Students are respectful of others with differing perspectives. - Students demonstrate an ability to connect and interact effectively with others for a variety of purposes. - Students can lead, influence or inspire others. - Students can approach disagreements constructively to arrive at resolutions fairly, efficiently and ethically. - Students are flexible and can adapt when confronted with change.
LO3	Students can identify and practise a variety of critical-thinking strategies.

Learning outcomes (LO)	Example descriptors
Develop and apply thinking skills in a variety of contexts.	- Students engage in active inquiry. - Students make responsible decisions. - Students demonstrate divergent, creative or systemic approaches to problem-solving. - Students know how to find, evaluate, use and communicate information from various sources in a critical and responsible manner. - Students understand and habitually engage in reflective and reflexive practice by critically examining their own and others' thinking and actions.
LO4 Develop and apply intercultural understanding in a variety of contexts.	- Students explore multiple perspectives with empathy and understanding. - Students recognize and reflect on how diverse perspectives develop their intercultural understanding. - Students demonstrate knowledge and understanding about their own culture, other cultures and the similarities and differences between cultures. - Students demonstrate active, effective and ethical participation in diverse contexts. - Students demonstrate self-efficacy and flexibility when confronted with change or challenging tasks. - Students can approach disagreements constructively to arrive at resolutions fairly, efficiently and ethically. - Students understand and habitually engage in reflective and reflexive practice by critically examining their own and others' thinking and actions.
LO5 Demonstrate an awareness of the ethical implications of one's choices and actions on self and others.	- Students determine and can articulate their own personal values. - Students explore a variety of ethical issues related to topics of interest. - Students make ethical decisions and take responsibility for their actions. - Students explore and evaluate the ethical implications of their own and others' actions. - Students understand and habitually engage in reflective and reflexive practice by critically examining their own and others' thinking and actions.

The PPS portfolio

Purposes of the portfolio

Portfolios are a tool used for both learning and holistic evaluation. They provide a useful narrative of student learning, representing an authentic chronicle of short-term, long-term and revisited engagements. Students and teachers both gain insights when students curate their work as part of reflection throughout their learning journey.

In the PPS course, the portfolio has two purposes: demonstrating progress while the course is ongoing, and showcasing the achievement of learning outcomes at the end of the course. It is not intended to be a record of every activity completed during the course. Rather, the portfolio is a curated collection of evidence that the learning outcomes have been met and that course requirements have been completed.

Portfolio development

As students curate their PPS portfolio, they should critically select and organize evidence from a variety of inquiries and learning engagements to demonstrate important milestones in their development. When considered as a whole, this will demonstrate their completion of the PPS course.

The portfolio should include:

- evidence from the exploration of **a minimum of four concepts**
- a selection of artefacts from a **range of contexts**
- evidence of skill development related to each of the **five learning outcomes**
- **annotations** to identify each artefact and explain why it was selected.

Although the portfolio must include the evidence necessary to indicate completion of the PPS course, there is no prescribed format and no limit to the number or type of artefacts allowed. Portfolios and reflections can use a variety of mediums (e.g. written, audio-visual, digital) as students may have preferences that allow for differentiation and personalization.

Based on the local context and available technology, schools may prefer to require a particular platform (such as a website or commercially available database) for the portfolio. However, it is important to consider aspects such as accessibility, privacy, uploading functions and types of media allowed.

An annotation identifying the artefact and explaining why it was selected should accompany each piece of evidence for the portfolio. Annotations should give insight into what concepts or content were learned, which skills were developed or applied, and in which contexts the learning took place. This underscores the purpose of curating the portfolio and involves students' reflection on learning. Students may need guidance or scaffolding in determining how to select artefacts that adequately demonstrate their achievement of the learning outcomes.

Schools should create tools or strategies to support portfolio development. For example, an evidence plan, criteria or checklists could help students to meet all requirements when curating their portfolios.



Sample portfolios and suggestions for portfolio development can be found in the *Personal and professional skills teacher support material*.

Monitoring the portfolio

While students are responsible for curating their portfolios, teachers are responsible for monitoring students' progress and ensuring that requirements have been met. The portfolio is curated over two years; therefore, teachers should monitor student progress periodically. Teachers might use a variety of approaches to confirm progress and inform learning and teaching as students work towards attaining the learning outcomes.

The following are possible approaches to monitoring the portfolio.

- Formal or informal progress checks after each inquiry or at the completion of specific milestones
- Student self-assessment
- Teacher formative assessment and feedback
- Recorded observations
- Discussions with students

Evaluating the portfolio

Schools are responsible for determining completion of the PPS course based on evidence provided in the portfolio. Schools may wish to create assessment criteria that suit their local context and assessment policies to qualify the evidence provided. Alternatively, they may allow teachers autonomy in determining an appropriate approach to evaluation of the portfolio.

The following are possible approaches to evaluating the portfolio.

- A checklist of requirements
- An interview with each student
- Student presentations of their portfolios
- An assessment rubric

- A holistic review



Samples of portfolio assessment rubrics can be found in the *Personal and professional skills teacher support material*.

Completion of PPS

Determining completion

Students' completion of the PPS course is a requirement for successful completion of the CP. Schools determine whether each student has satisfactorily met the PPS course requirements and must report this to the IB via IBIS. Completion is determined for each student based on an evaluation of the student's PPS portfolio. To achieve successful completion of the PPS course, students' portfolios must provide evidence of the following.

- Knowledge and understanding of **a minimum of four concepts**
- Development and application of a range of skills in more than one context—**a minimum of two skills from each skill domain** (eight skills in total), **each applied in a minimum of two contexts** over the course of the student's study
- Progress in learning in relation to **all five learning outcomes**
- Student **reflection** on learning

School implementation requirements

Each school must develop a personal and professional skills (PPS) course that meets the requirements outlined in this guide. Please see the “[Requirements](#)” section for more information.

The course should be specific to the school and based on local context, students’ needs and interests, and the design elements outlined in this guide. Please see the “[Elements of course design in PPS](#)” section for more information.

The course must be designed and delivered in such a way as to create a variety of opportunities for skill development through inquiry. The inquiries must be grounded in a choice of concepts, and the skills must be applied in a variety of contexts. Teachers may approach the integration of concepts, contexts, content and skills in their PPS course in a variety of ways.



Course design considerations

Roles and responsibilities

Teacher role

Teachers play a pivotal role in designing and implementing the PPS course, promoting learning through active inquiry and determining student completion. Teachers are required to:

- attend required International Baccalaureate (IB) training
- be familiar with the organization of the PPS course, including the stages of inquiry and the relationship between concepts, contexts, content and skills
- design a course that meets the requirements
- develop appropriate activities and learning engagements based on the information presented in this guide
- ensure students understand the aims, learning outcomes and requirements of the PPS course
- encourage students to develop connections between PPS and the rest of the Career-related Programme (CP) core
- encourage and provide opportunities for student inquiry
- work with students to co-construct content to be explored throughout the course
- provide multiple, varied opportunities for students to demonstrate, share and lead their learning
- foster habitual reflective and reflexive practice
- guide students in the development of their portfolio
- monitor students' progress towards achieving the learning outcomes and completing the component successfully
- provide ongoing feedback about students' growth and progress towards achieving the learning outcomes
- use students' portfolios to determine and report completion of the PPS course in liaison with the CP coordinator.

Librarian role

Librarians are uniquely positioned to contribute to the effective implementation of inquiry in the PPS course. As interdisciplinary educators, they can work across subject areas and may be able to support learning by:

- suggesting and providing resources to students as they engage in inquiry
- supporting students in the development of information literacy skills
- helping students to become independent researchers
- providing insight and support in the ethical use of artificial intelligence (AI)
- assisting students with resources for creating their portfolios.

Resources and collaboration

Resources

Teachers, coordinators and students can work with the wider community and build connections and collaborations with employers, companies, organizations and others. In this manner, schools can develop a list of community partners that can contribute towards the delivery and experience of the core component (e.g. by providing guest speakers, providing authentic materials, providing opportunities for immersive experiences). The school community should continually investigate and document new opportunities for the development of resources and relationships with the wider community that would enable teachers and students to draw on their expertise.

Student support (0202)

Student support 5: The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)

Programme standards and practices

Raising awareness

Schools should work with the wider school community (potentially including students) so they can collectively identify areas of the programme that can be strengthened, and can recognize and celebrate achievements. To achieve this, the school could:

- organize events to highlight and celebrate students' learning journeys
- invite alumni to speak to students about their careers
- invite students from other IB World Schools or IB candidate schools to share their experiences
- provide information on the school website and in school newsletters, newspapers and magazines
- formally recognize students' achievements (e.g. through award ceremonies).

Networking

Teachers are encouraged to use the CP Communities on the Programme Resource Centre (PRC) and join local or regional IB educational associations to develop networks with other schools, share resources and exchange advice. Students could also be assisted in contacting students from other schools to collaborate or share ideas.

Review and evaluation

Course review

Teachers and coordinators must continually and collaboratively review the delivery of the four core components to ensure relevance and links between them. In PPS, this would include re-evaluating the appropriateness and effectiveness of the PPS course as designed by the school, taking into consideration changing student populations and needs, or other changes in the school community or context.

Teachers should also seek to improve understanding of the CP core components among all school staff and discuss opportunities for connections between the written curriculum and the core components.

Programme evaluation

Every five years, schools engage in a programme evaluation and self-study process to assess the implementation of their CP. The school's implementation of each core component is evaluated as part of this process. Schools submitting their programme evaluation self-study will be required to provide evidence that the planning, organization and delivery of each core component meets the requirements of the individual core components.

Evidence relevant for PPS may include:

- sample student portfolios
- schedules or timetables indicating how the course is implemented
- evidence of collaborative planning
- sample schemes of work for, or approaches to, the implementation of the course
- samples of any assessment criteria developed for evaluating student portfolios and determining student completion of the course.

Please see the [Guide to programme evaluation](#) and [Self-study questionnaire: For use during programme evaluation](#) for the CP for more detailed guidance about the process and the evidence that must be submitted.

Glossary

Term	Definition
Adaptability	Adaptability is the ability to adjust to new conditions. This involves recognizing possible alternative actions and applying them to new situations. It also involves learning to be proactive rather than reactive.
Artefact	An artefact is a piece of work that demonstrates a student's learning and achievement in a specific area. In the PPS, artefacts are collected and curated into a portfolio. Samples of artefacts include documents, assignments, tests, projects, reflections, feedback, presentations, videos, websites, images or any other form of evidence that showcases the student's skills and knowledge.
Change	Change refers to the evolution, adaptation, movement or transformation from one form, state or value to another. Change can be social, cultural, political, economic, technological or ecological in nature. It may be experienced at personal, local or global levels. Changes can have intended or unintended consequences, with small-scale or far-reaching impacts.
Change management and conflict mediation	Change management is a systematic approach to planning, implementing and managing significant changes within organizations, processes, structures or cultures. It involves navigating transitions while minimizing disruption and negative impacts. Conflict mediation is the handling and resolving of (perceived) disagreements or conflicts within organizations, between individuals or in any social or interpersonal context. The primary goal of conflict mediation is to find constructive ways to address and resolve conflicts. Both change management and conflict mediation involve flexibility, problem-solving and negotiation skills, thereby enabling the fair and efficient handling of change and conflicts.
Civic and social responsibility	Civic and social responsibility consists of behaviours, attitudes and actions that support concerned and active participation within a community in an informed, committed and constructive manner.
Collaboration and networking	Collaboration is the capacity to work with others in a genuine joint activity, requiring interdependence to solve a problem, achieve a goal or complete a task. The process of collaboration requires cognitive skills such as communication, negotiation, conflict resolution, perspective-taking, decision-making, self-management, self-awareness and self-regulation. Individuals also need to be flexible and to recognize and value the contributions of others. Networking is based on the idea that we can build a relationship with people from a point of common interest. This might be, for example, professional background, engagement in a common task, membership of an organization or a business interest.
Communication	Communication is the expression and exchange of meaning through language or any other mode. Communication is often multimodal, including non-linguistic elements such as body language, gestures and images. The success of

Term	Definition
	communication depends on the cooperation and negotiation of meaning between individuals within a given sociocultural and situational context.
Concepts	Concepts organize and connect learning and information. Concepts are transferred and applied across multiple contexts.
Connections	Connections are links, bonds and relationships between people, objects, organisms, ideas or other types of entities. Connections influence, and are influenced by, identities, interactions and perspectives. They are important to human and natural systems, well-being and change.
Content	Information learned and retained for understanding and communication. Contexts make content relevant, and concepts organize it.
Contexts	Circumstances, events and settings that give relevance to learning and information. Concepts are tested and expanded through contexts.
Creative thinking	Creative thinking is the ability to look at things differently and find new ways of solving problems. It also includes the ability to use imagination to generate insight and divergent connections between concepts and ideas.
Critical thinking	Critical thinking focuses on interrogating assumptions, evaluating claims and critiquing solutions based on evidence. It is a purposeful process that uses analysis, synthesis, interpretation and inference to arrive at a judgement. The process also involves explaining the evidence, method, criteria and contextual considerations upon which a judgement is based.
Curate	To curate is to prepare materials for an audience to communicate meaning. In the context of PPS, this refers to the collection of evidence for students' portfolios in a way that communicates students' learning.
Empathy	Empathy is the ability to emotionally understand what other people may be feeling and to see things from others' points of view. It involves imagining yourself in someone else's position to better understand their thinking and feelings.
Ethical decision-making	Ethical decision-making consists of identifying and describing ethical issues in a variety of contexts, articulating the ethical considerations involved in different responses to those issues and providing a rationale for a position that addresses those considerations.
Ethics and personal values	Ethics is the study of right and wrong, as well as any system or code of moral rules, principles or values. Understanding why something is right or wrong helps to inform and guide our choices, actions and behaviours. Personal values are the principles that influence our choices, shape our behaviours and provide a framework for understanding our place in the world. A basic understanding of the principles of ethics and self-reflexivity can help us to determine our own personal values. It can also help us to navigate our personal and professional lives, foster moral development, cultivate critical thinking, make responsible choices and be accountable for our decisions.
Identities	"Identities" refers to the particular combinations of backgrounds, dispositions and experiences that define individuals, groups, communities, organizations, objects, eras and places. Identities are complex and dynamic. They can be shaped through internal and external, present and past influences.

Term	Definition
	Individual and collective identities are manifested in both tangible and intangible ways, and these identities influence our view of the world and how others view us.
Informal learning	A variety of skills, such as resilience, collaboration, communication, reflection and leadership, can be developed and applied through students' participation in extracurricular activities. These activities might include athletics teams, clubs or other informal learning contexts.
Information literacy	Information literacy is the ability to effectively find, evaluate, use and communicate information from various sources in a critical and responsible manner. It includes the skills and knowledge to navigate the vast amount of information available in an information-rich digital society. Information literacy is vital for helping us to make informed decisions, solve problems and participate effectively in academic, professional and personal contexts.
Intercultural understanding	Intercultural understanding involves knowledge and understanding of our own culture, other cultures and the similarities and differences between cultures. It relies on a variety of interpersonal and intrapersonal skills, such as ethics, values and collaboration across cultures, as well as the social awareness and responsibility required to be an effective global citizen. These skills enable students to be effective and ethical participants in diverse settings.
Interpersonal skills	Interpersonal skills are the behaviours and strategies we use to interact effectively with others. Students practise communication, collaboration and teamwork skills to build confidence in relating to others. These skills enable students to influence, manage and respond to change in a complex world.
Intrapersonal skills	Intrapersonal skills involve self-awareness and the understanding of our own emotions. Students explore their own traits, behaviours, emotions and abilities to develop an awareness of their own interests, goals, strengths and areas for improvement.
Leadership	Leadership is the ability to influence or guide others towards a goal or aim. Leaders set direction, support others, keep projects or events on track, and keep participants engaged and motivated. Leadership is not solely about holding a formal position or title—it can be demonstrated at all levels of an organization or in various personal and professional situations. For example, leaders may direct the activities of others, but they might also simply lead through their own actions, modelling appropriate behaviour or inspiring others.
Metacognitive reflection	Metacognitive reflection is the ability to enhance awareness of one's own cognitive and learning process, and to examine one's thinking, actions and goals, leading to self-regulated learning.
Personal life	Learners are encouraged to transfer interpersonal skills by applying them to aspects of their personal lives in formal and informal settings. This can include interactions within friendship groups, social groups or with family.
Perspectives	Perspectives refers to the positions from which we view situations, objects, facts, ideas and opinions. Perspectives may be associated with individuals or groups, and they may be influenced by social, cultural, disciplinary, political and historical contexts. Different perspectives often lead to multiple representations and interpretations.
Portfolio	A collection of artefacts that represents a student's progress and accomplishments over time.

Term	Definition
	In the PPS, a student portfolio is a collection of academic work and other forms of educational evidence assembled for the purpose of evaluating course completion, learning progress and academic achievement.
Problem-solving	Problem-solving is the ability to find solutions to problems in an effective and timely manner. It involves defining a problem, determining the cause of the problem, and identifying, prioritizing and selecting potential solutions. Problem-solving is an essential skill in daily life, whether the problems being solved are personal or professional in nature.
Process reflection	Process reflection starts with an experience and leads to new or changed understandings, insights and/or action.
Professional life	Students can develop proficiency in self-management, communication, problem-solving and conflict management while employed or participating in an internship programme.
Reflection and reflexivity	Metacognitive and process reflection involves examining past experiences and actions to improve future practice (focused on the “how” of actions). Reflection as a metacognitive skill enhances awareness of one’s own cognitive/ learning process. It involves examining one’s thinking, actions and goals, leading to self-regulated learning. Process reflection starts with an experience and leads to new or changed understandings, insights and/or action Critical reflection links reflection with analytical and critical thinking, encouraging students to focus on experiences and actions within a broader, systemic context. Self-reflexivity involves considering one’s positionality; identifying and questioning one’s own assumptions, biases and attitudes; understanding how they influence one’s own responses and actions; and how they impact others, given the complexity and interconnectedness of roles and relationships. Critical reflexivity involves critically examining and challenging collective assumptions, values and frames of reference; understanding their contexts (e.g. cultural, societal, historical); how they shape perceptions and actions; how they impact others; and how they might change in the future.
Reflective and reflexive practice	An intentional, active and ongoing process of reviewing one’s thinking, practice and actions, examining views and assumptions, and being open to having one’s own perspectives challenged and changed. It takes on a variety of forms: metacognitive and process reflection, critical reflection, self-reflexivity and critical reflexivity.
Resilience	Resilience is the ability to thrive in the face of adversity. Stress is hard on both our physical and emotional wellness, so coping skills are crucial. Coping skills allow us to recover from adversity and manage change.
Self-advocacy	Self-advocacy is the ability to communicate our needs. This involves learning about our strengths and challenges, the different tools and resources that can support personal and professional growth, and how to ask for help.
Self-awareness	Self-awareness involves being conscious of different aspects of ourselves, including traits, behaviours and feelings. It also includes awareness of how we have an impact on, and are influenced by, others.
Self-efficacy	Self-efficacy is the belief we have in our own abilities—specifically our ability to meet challenges and complete tasks successfully. Self-efficacy influences the initiation of coping behaviours when we encounter stress or challenges.

Term	Definition
Self-management	Self-management includes skills that help us to control various aspects of our lives, such as the choices we make, our actions, our reactions, our thoughts and our feelings. This includes motivation, time management and self-discipline.
Skills	Skills enable learning, completion of tasks, and development of new ideas and understanding. Skills activate concepts, contexts and content.
Social awareness	Social awareness is the ability to consider the perspectives of individuals, groups or communities, and to apply that understanding to interactions with them. It helps learners to understand professionalism in the workplace, and facilitates communication and collaboration. In a personal context, social awareness is a fundamental part of creating friendships and relationships.
Systems	Systems are sets of interacting or interdependent elements that use processes or procedures to work towards a common purpose. Social, economic, political and ecological systems provide a lens for exploring structure, interdependence, complexity and change in the human and natural worlds.
Systems thinking	Systems thinking is an approach to problem-solving and understanding complex phenomena. It focuses on viewing a situation or issue as a whole, interconnected system rather than as isolated parts. It recognizes that understanding these connections is crucial for gaining insights into problem-solving.
Thinking skills	Thinking skills involve cognitive processes that we use to solve problems, make decisions, ask questions, plan, organize and create. Critical and creative thinking, problem-solving and information literacy skills consistently top the list of skills necessary to successfully navigate our ever-changing world in a variety of contexts.
Transversal skills	Transversal skills are not specifically related to a particular job, task, academic discipline or area of knowledge but can be used in a wide variety of situations and work settings. These skills can be transferred and applied to different contexts.
Well-being	Well-being generally refers to one's physical and mental state of being, which influences overall quality of life. Individual well-being exists in conjunction with the well-being of communities, as well as with ecological and planetary well-being.

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