

IB Career-related Program Enterprise & Entrepreneurship

Handbook



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ASB Mission, Vision, and Beliefs

Mission

Our mission is to empower pre-school through 12th grade students to become global citizens with the critical thinking skills and the self-confidence to maximize their potential.

Vision

The American School of Barcelona inspires students to lead with integrity, to be open-minded, and to make the world a better place.

ASB Core Values

Caring, Innovative, Rigorous, Resilient and Joyful

Core Ideology

Continuously improve through innovation.

Create responsible global citizens.

Develop independent and critical thinking students.

Provide a caring environment that gives students the self-confidence to maximize their potential.

Educate for diversity.

Introduction

Welcome to the ASB International Baccalaureate Career-related Programme Handbook

This handbook has been designed to support students in Grades 11 and 12 who are enrolled in the IBCP Enterprise & Entrepreneurship pathway. It will also serve as a resource for Grade 10 students contemplating the IBCP as their educational path in Grade 11.

The handbook aims to help you understand the components of the IBCP Enterprise & Entrepreneurship pathway and to provide you with the knowledge necessary for successfully completing the program. Additionally, it includes information about the various support and guidance options available to you as you consider your future steps towards university or employment. If you cannot find the answer to your question in this handbook, your teachers and the IBCP Coordinator are available to assist you.

Tips for success in IBCP

- You are expected to dedicate at least 3 hours each week to independent study to enhance your learning.
- Early in the program, determine a note-taking method that works best for you.
- Be on time and attend all lessons consistently.
- Adhere to deadlines.
- Take advantage of the support available to you.
- Reflect on your progress and strive for improvement.
- Keep in mind that you are an individual, and your success is your own responsibility.
- Start strong and maintain your momentum.

We wish you the best of luck as you complete your chosen pathway and hope you find enjoyment in the program we have designed for you.

Meet the Team

Role	Team member	Contact details
IBCP Coordinator	Erica Hughes-Caron	ehughes@asbarcelona.com
IBDP Coordinator (for DP subject questions)	Charmaine Monds	cmonds@asbarcelona.com
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Community Engagement Coordinators	Marta Vernet Valentina Pollini	mvernet@asbarcelona.com vpollini@asbarcelona.com
Language and Cultural Studies teacher	Sam Dowell	sdowell@asbarcelona.com
Personal and Professional Skills teacher	Erica Hughes-Caron	ehughes@asbarcelona.com
University counselor	Shanice Kamibepu	skamibepu@asbarcelona.com
Spanish Technical Director	Magda Montesinos	magda@asbarcelona.com

IB Learner Profile

Students at ASB will quickly become aware that the IB learner profile is an essential framework for how to succeed in our HS programs. As students embrace and develop the characteristics described in the Learner Profile, they begin to see the power the IB program has to transform them as learners.

	Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
	Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
	Thinkers They exercise initiative in applying thinking skills critically and creatively to pose and approach complex problems, and make reasoned, ethical decisions.
	Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
	Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
	Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience
	Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
	Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
	Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
	Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

International Baccalaureate Career-related Program ([IBCP](#)) at a glance

What is the IBCP?

The Career-related Programme (CP) is designed to be inclusive and flexible, offering different learning pathways for students aged 16 to 19. It helps students become confident, capable, and ready for life after school—whether that’s further education, training, or entering the workforce.

It offers a specialized pathway within the IB educational framework and philosophy.

The IBCP is tailored to align with each student’s individual interests and strengths.

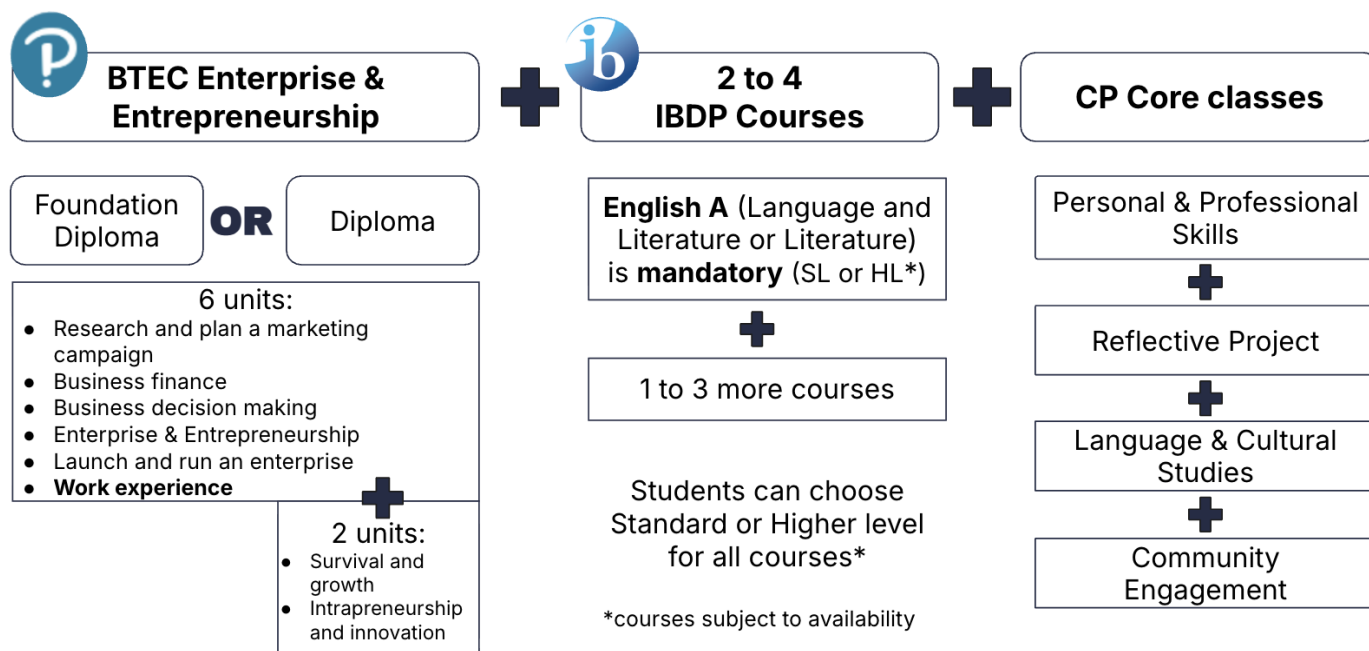
Its flexible structure empowers students to take an active role in shaping their own learning journey.



The IBCP Curriculum

The IBCP curriculum consists of the CP core made up of four components, a career-related study, along with two Diploma Program subject courses.

IBCP at a glance



Why choose the IBCP?

The IBCP is a good fit for students who:

- Learn best through hands-on, practical tasks and project-based work rather than traditional academic exams.
- Are interested in combining academic learning with their personal and professional goals: Business and/or Entrepreneurship
- Enjoy thinking critically and creatively to solve problems.
- Aim to communicate clearly and effectively in different contexts.
- Value working both independently and as part of a team.
- Are self-motivated, well-organised, and able to manage their time effectively.
- Show the maturity to engage meaningfully with real-world workplace experiences.

IBCP Achievement Grading

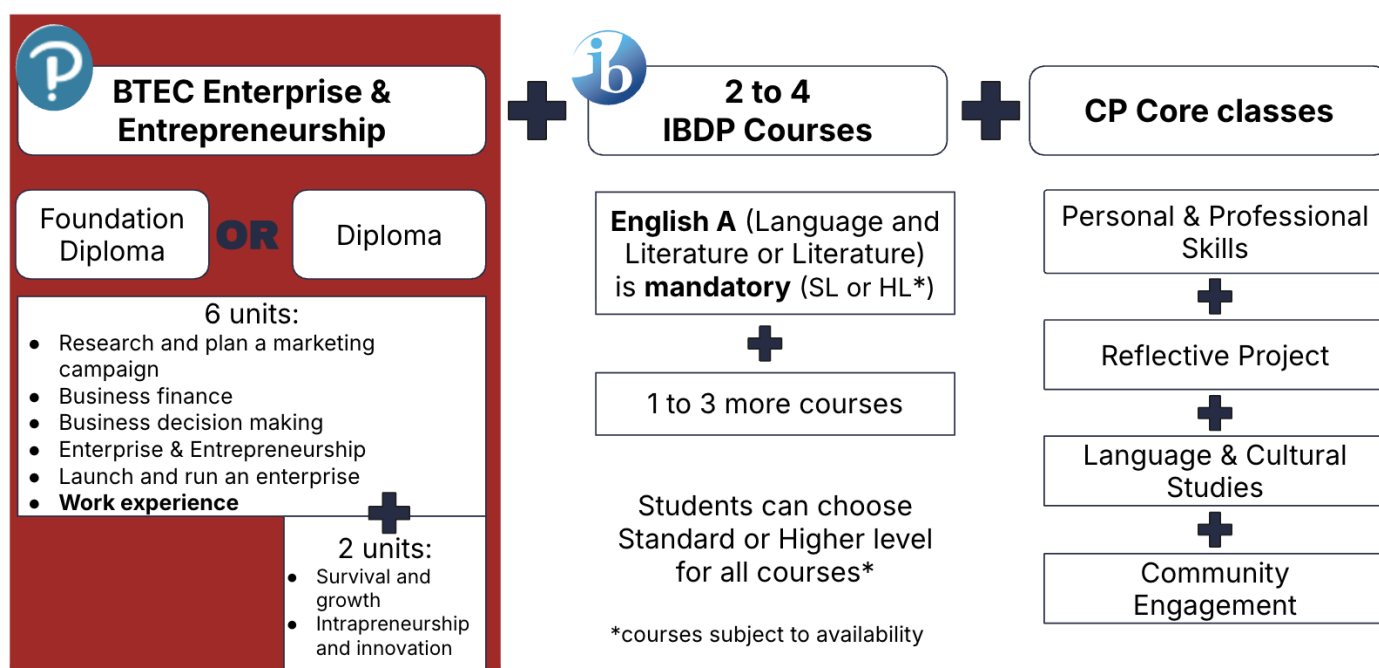
Component	Assessment Method	Grading Scale
IBDP Courses	Exams and Internal Assessments	1-7
Career related Studies - BTEC course	Internally assessed	Each Unit receive: Pass, Merit, or Distinction
Reflective Project (RP)	Externally assessed by IB	A-E (D minimum for certificate)
Personal & Professional Skills (PPS)	Student-curated portfolio	Pass / Fail (must pass for IBCP certificate)
Community Engagement (CE)	Learning journal with review points	Pass / Fail (must pass for IBCP certificate)
Language & Cultural Studies (LCS)	Learning journal with review points	Pass / Fail (must pass for IBCP certificate)

How Your CP Outcome Is Determined

In contrast to the DP, the CP certification does not have a cumulative points score. You will be granted the CP if you fulfill the following conditions:

- You must have successfully completed the BTEC Level 3 International Diploma or Extended Diploma with at least a **PASS grade**.
- You need to achieve a **Grade 3** or higher in two DP courses.
- A minimum of a **D grade** is required for the Reflective Project.
- Your **Personal and Professional Skills** portfolio must be completed, fulfilling all necessary requirements.
- Your **Community Engagement** and **Language and Cultural Studies** portfolio must also be **completed**, meeting all stipulated criteria.
- You must **not** have faced any penalties for **academic misconduct** from Pearson or the IB.

Career-related Study: BTEC Enterprise & Entrepreneurship



A pillar of the IBCP is the choice of Career-related Study (CRS) course. “All CRS providers undergo a rigorous curriculum evaluation to ensure that their courses align with the CP pedagogy and meet IB quality standard” (IBO). For the school year 2025-26, ASB has one career-related study: **Pearson BTEC** (Business and Technology Education Council) **Level 3 Business, Enterprise, and Entrepreneurship**. This course is to equip students with essential knowledge and practical skills in various aspects of business, preparing them for further education, employment, or entrepreneurship in a dynamic and competitive environment.

BTECs promote a learner-centered approach to education, featuring a flexible, unit-based framework that emphasizes knowledge applied through project-based assessments. They concentrate on the comprehensive development of practical, interpersonal, and critical thinking skills essential for success in both employment and higher education.

Pearson BTECs are high-quality, practical qualifications that are rooted in real-world work experiences, equipping learners with the essential knowledge and skills necessary for career success both now and in the future.

At the start of grade 11, IBCP students will either be completing the Pearson BTEC International Level 3 **Diploma** (720 guided learning hours) or **Foundation Diploma** (540 guided learning hours). However, there is an opportunity to drop down to the Foundation Diploma (540 GLH) or Subsidiary Diploma (360 guided learning hours) and still achieve the IBCP certification if the workload becomes overwhelming. Decisions are made on a case by case basis. Before the switch happens, parent conversations will be helped to inform about the student’s options.

Units covered at ASB

Unit number	Unit name	Possible types of evidence
2	Research and plan a marketing campaign (90 GLH)	Report & presentation
3	Business finance (90 GLH)	Report
7	Business decision making (120 GLH)	Report & presentation
23	Work experience (60 GLH)	Log book & presentation
33	Enterprise & Entrepreneurship (90 GLH)	Article & presentation
34	Launch and run an enterprise (90 GLH)	Business plan
35*	Survival and growth (90 GLH)	Report / article
37*	Intrapreneurship and innovation (90 GLH)	Display & presentation

*Only covered in the Diploma (not covered in the Foundation Diploma)

BTEC Assessment

“International BTECs are internally assessed allowing for practical assignments that combine knowledge and career related skills. 25% of these assignments will be set by Pearson to provide additional external standardization. Assignments are scenario based and designed to be work relevant, for example by researching and presenting information and demonstrating the skills needed for employment.” (Pearson Qualifications).

In order to be awarded a qualification, a learner must complete all units AND achieve a Pass or above in all mandatory units unless otherwise specified.

To achieve any qualification grade, learners must:

- Complete and have an outcome (D, M, P or U) for all units within a valid combination
- Achieve the required units at Pass or above shown in Section 2, abiding by the minimum requirements in the compensation table below
- Achieve the minimum number of points at a grade threshold.

You will be assessed on each unit through an **assignment brief**. The brief describes a work-related scenario and the specific tasks you need to complete. It also details the type of **evidence** you must create, which will be evaluated against a set of **assessment criteria** listed in the brief.

Every assignment has a clear timeline, with a specific **issue date** and a **hand-in date**.

Late submissions

Students who do not complete assignments by your planned deadline or by the authorised extension deadline may **not have the opportunity to subsequently resubmit**.

Resubmission of improved evidence for internally-assessed units

In the event that your evidence is **not sufficient to achieve all of the Pass criteria**, you will have 10 days to submit further evidence. You must understand that in order for the Lead Internal Verifier of your course to be able to authorise a resubmission these conditions must be met:

- A learner has handed in their initial submission by the published deadline (or applied for an extension in line with published procedures)

- A learner has confirmed that their submission was their own work and/or appropriately acknowledged another's work
- The assessor has authenticated the learner's submission and believes that the learner can improve their submission independently with no further teaching
(Pearson BTEC Quality Assurance for Centres, 2022)

After you submit your work, it will be marked within two weeks. A different teacher will then review a sample of the marked assignments to ensure the grading is fair and consistent. Once this process is complete, you'll receive your grade and feedback to help you improve.

Retake of assessment (followed by resubmission)

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered **a single retake opportunity using a new assignment**. The retake may be achieved at a **Pass only**.

Calculation of the Final BTEC Grade

The final grade you receive will depend on the number of units you have completed and the total number of accumulated points.

Once a unit is completed, each unit in BTEC is assigned a grade:

Academic Achievement Levels for BTEC Units		
Distinction	All pass, merit and distinction criteria need to be met. Consistently performs at an outstanding level across the unit and/or are able to draw learning together across learning aims.	D
Merit	All pass and merit criteria need to be met. Clearly meets most criteria and shows good understanding and application.	M
Pass	All pass criteria need to be met. Meets essential criteria with adequate understanding.	P
Fail	Does not satisfy the basic pass criteria.	U

The table below shows how many points each unit has based on the number of the guided learning hours (GLH). Points are given based on the grade received for each unit.

The number of points depends on the number of GLH the unit holds: 60, 90 or 120. Guided learning hours are the number of hours it takes to teach and assess a unit. The table below shows the number of points available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit Size		
	60 hours	90 hours	120 hours
U (Fail)	0	0	0
P (Pass)	6	9	12
M (Merit)	10	15	20
D (Distinction)	16	24	32

There are two sizes of BTEC Enterprise and Entrepreneurship - Level 3 International available at ASB for the school year 2025-26, these are:

- **Foundation Diploma**
 - Student complete **6 units** over the course of their two-year program (total of 540 guided learning hours)
 - Equivalent to 1 A Levels and therefore carries comparable UCAS points for entry to University. BTEC D* is equal to A* at A Level.
- **Diploma**
 - Student complete **8 units** over the course of their two-year program (total of 720 guided learning hours)
 - Equivalent to 2 A Levels and therefore carries comparable UCAS points for entry to University. BTEC D*D* is equal to A*A* at A Level.
 -

The final BTEC grade is calculated by summing the grade for each unit. See example for each size of diploma below:

BTEC Diploma (8 units)			
Sample Student A:			
Unit number and name	GLH	Grade Achieved	Points Achieved
Enterprise & Entrepreneurs	90	Pass	9
Research and Plan a Marketing Campaign	90	Merit	15
Launch and Run an Enterprise	90	Distinction	24
Business Decision Making	120	Merit	20
Business Finance	90	Pass	9
Work Experience	60	Distinction	16
Intrapreneurship & Innovation in an Enterprise	90	Distinction	24
Survival and Growth	90	Distinction	24
TOTAL	720	DM	141

The final BTEC Diploma grade is based on the total number of points earned in each unit, using the table for calculating qualification grades:

Final BTEC Grade	Points threshold
PP	72-87
MP	88-103
MM	104-123
DM	124-143
DD	144-161
D*D	162-179
D*D*	180+

BTEC Foundation Diploma (6 units)			
Sample Student B:			
Unit number and name	GLH	Grade Achieved	Points Achieved
Enterprise & Entrepreneurs	90	Pass	9
Research and Plan a Marketing Campaign	90	Merit	15
Launch and Run an Enterprise	90	Distinction	24
Business Decision Making	120	Merit	20
Business Finance	90	Pass	9
Work Experience	60	Distinction	16
TOTAL	540	M	93

The final BTEC Diploma grade is based on the total number of points earned in each unit, using the table for calculating qualification grades:

Final BTEC Grade	Points threshold
P	51-72
M	73-103
D	104-129
D*	130+

The BTEC International Level 3 Diploma in Enterprise and Entrepreneurship is equivalent to 2 A Levels and therefore carries comparable UCAS points for entry to University. BTEC D*D* is equal to A*A* at A Level.

Below is a key summary of the types of evidence used for BTEC International Level 3 qualifications as outlined in the table above.

Type of evidence	Definition and purpose
Case study	A specific example to which all learners must select and apply knowledge.
Project	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity. A large-scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.
Independent research	An analysis of substantive research organised by learners from secondary and, if applicable, primary sources.
Written task or report	Individual completion of a task in a work-related format, for example a report, marketing communication, set of instructions.
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations.
Group task	Learners work together to show skills in defining and structuring activity as a group.
Presentation	Oral or through demonstration.
Production of plan	Learners produce a plan as an outcome related to a given or limited task.
Reflective journal	Completion of a journal from work experience detailing skills acquired for employability.
Poster/leaflet	Documents providing well-presented information for a given purpose.
Skills audit	An audit of relevant skills for a task/activity or job role.
Video and audio	Video clips of performance or an audio of an interview

Brief Overview of each Unit

Unit 2: Research and plan a marketing campaign (90 GLH)

Learners develop an understanding of how marketing research is conducted in order to plan a marketing campaign.

A business may have an excellent product or service, but if customers don't know about it, they cannot buy it. Marketing helps businesses understand customer needs and communicate how their product or service can benefit them.

In this unit, you will learn how marketing campaigns are planned and developed. You will explore campaign objectives such as increasing sales, growing market share, or building brand image, and examine the stages businesses go through in designing a campaign. Using marketing models, tools, and your own research, you will create a cost marketing campaign for a given product.

This unit will also give you insight into the importance of marketing in business and help you decide whether marketing is an area you may wish to pursue in the future.

Learning aims of unit:

- Explore how different markets are researched using different models and tools
- Explore approaches to product marketing nationally and internationally
- Develop a plan for a marketing campaign for a new product.

Unit 3: Business finance (90 GLH)

Learners develop the skills and knowledge required to analyse and interpret financial data, enabling them to assess the financial health of a business and suggest how its performance can be improved.

Business finance allows organisations to manage daily operations and plan for long-term growth. It involves deciding how to raise funds, managing costs, and measuring financial performance.

In this unit, you will learn about different sources of finance, key accounting terms, and the role of business accounts. You will use tools such as cash flow forecasts and break-even analyses, and you will prepare and analyse financial statements to assess profitability, efficiency, and liquidity.

This unit provides a strong foundation in business finance and accounting, preparing you for future study, training, or employment.

Learning aims of unit:

- A. Explore types of business finance available at different stages in the growth of a business
- B. Understand how financial planning tools can be used to analyse financial data and assess business risks
- C. Understand how financial statements for a sole trader are prepared and used to analyse and evaluate business performance.

Unit 7: Business decision making (120 GLH)

Learners use their knowledge and understanding of business concepts and processes from the mandatory content to formulate business decisions and solutions.

In this unit, you will apply knowledge from across the course to interpret business data and make informed decisions. You will analyse information from sources such as financial statements and market data, using business models to evaluate risks, costs, and benefits.

You will practice justifying solutions, predicting outcomes, and identifying weaknesses in arguments or data. This unit highlights the importance of effective decision-making and planning, while giving you the opportunity to demonstrate your ability to extract and apply relevant information in a controlled assessment.

Learning aims of unit:

- A. Examine the business principles and practices that determine business decisions
- B. Review and interpret business data and information
- C. Formulate decisions and solutions to business problems
- D. Prepare business documents to present business decisions.

Unit 23: Work experience (60 GLH)

Learners study the benefits of work experience in business. They reflect on their practical workplace skills by completing forty hours of appropriate work experience.

This unit focuses on gaining first-hand experience in the world of work. Work-related learning allows you to explore different roles in business, develop key employability skills such as teamwork, problem-solving, and communication, and reflect on your personal strengths and areas for growth.

You will research and complete a work placement, prepare for the expectations of different roles, and document your progress through a reflective journal. This experience is highly valued by employers and universities, giving you an advantage in future career and study opportunities.

Learning aims of unit:

- A. Investigate opportunities for work-related learning
- B. Carry out work experience in an appropriate and safe manner
- C. Reflect on work experience undertaken and its influence on personal and professional development.

Unit 33: Enterprise & Entrepreneurship (90 GLH)

Learners study enterprise and the mindset of entrepreneurs, exploring the risks, opportunities and constraints of starting an enterprise.

Enterprise drives innovation, growth, and employment by turning new ideas into real ventures. Entrepreneurs identify opportunities, take risks, and use creativity and determination to bring their vision to life.

In this unit, you will explore the role of enterprise in the economy, study real entrepreneurs, and examine the skills and qualities needed for success. You will also assess the feasibility of different business opportunities and develop and present your own idea for a local enterprise. This unit builds valuable skills for employment, training, apprenticeships, or higher education.

Learning aims of unit:

- A. Explore the nature of enterprise
- B. Investigate the motivations for entrepreneurship
- C. Examine the opportunities and constraints for enterprises and entrepreneurs
- D. Examine the entrepreneurial skills required to launch an enterprise.

Unit 34: Launch and run an enterprise (90 GLH)

Learners develop the skills and attributes to launch and run an enterprise. Most of the time allocated to this unit will be spent on the running of the enterprise.

With changing job markets and less job security, many people — including young entrepreneurs — are starting their own enterprises. Success requires spotting opportunities, planning effectively, and having the skills to launch and manage a business.

In this unit, you will design and run your own enterprise, from developing a business plan and marketing strategy to launching your product or service. Along the way, you will strengthen key skills such as teamwork, communication, problem-solving, and time management. This experience will give you valuable transferable skills for future employment, enterprise, or further study.

Learning aims of unit:

- A. Research and develop a plan to launch an enterprise
- B. Develop a marketing strategy to launch the enterprise
- C. Run an enterprise
- D. Review the outcomes of the enterprise.

Unit 35: Survival and growth (90 GLH)

Learners study the factors which influence the survival of enterprises and consider the strategies which can influence their growth and future direction.

For an enterprise to survive and grow, it must control costs, use resources efficiently, and adapt to challenges such as technology, workforce needs, and financing. Owners must make strategic decisions about expansion, motivating employees, or even selling the business.

In this unit, you will examine the factors that influence enterprise survival and growth, the reasons why some ventures fail, and the choices available for expansion or exit strategies. This will give you a deeper understanding of the challenges entrepreneurs face and prepare you for future career or study opportunities.

Learning aims of unit:

- A. Explore the factors which influence the survival of an enterprise
- B. Examine the ways in which business growth can be measured
- C. Investigate the reasons why some enterprises might fail
- D. Explore the growth and exit strategies which could be considered by the owners of an enterprise.

Unit 37: Intrapreneurship and innovation (90 GLH)

Learners study how intrapreneurial practices can be promoted and developed in an enterprise to support innovation and change.

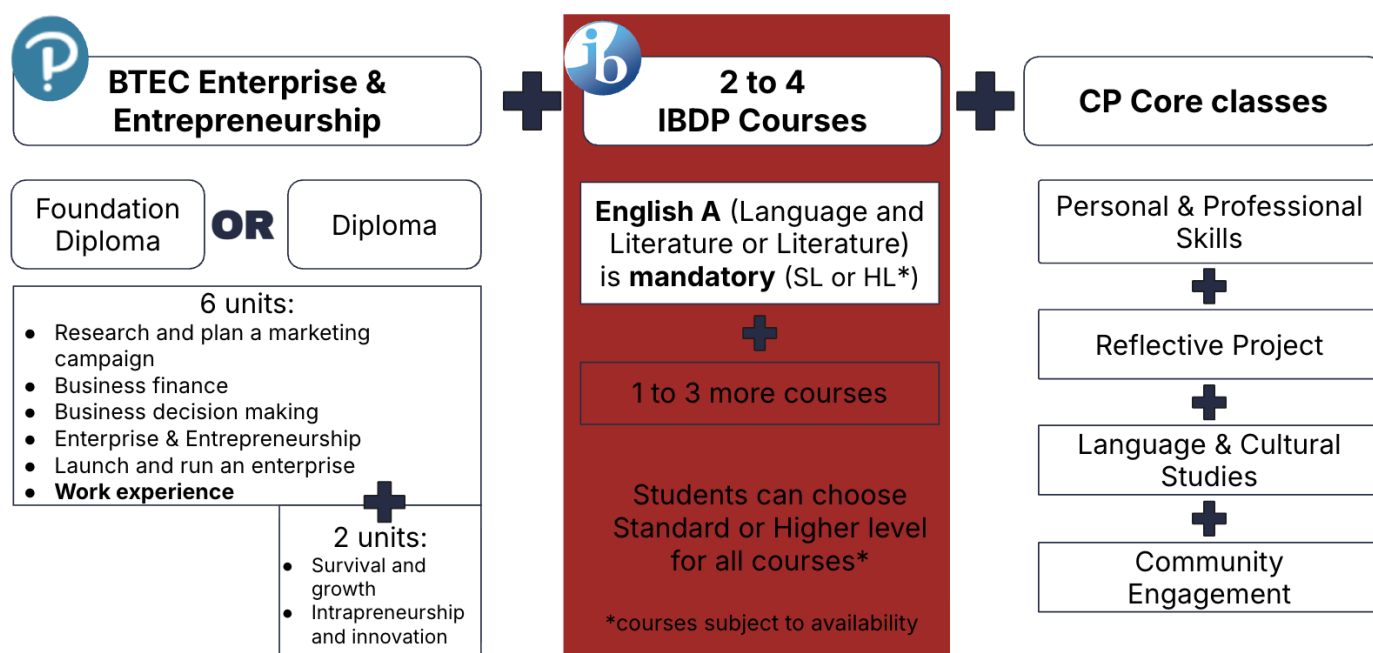
Successful entrepreneurs and intrapreneurs share qualities such as creativity, risk-taking, and a strong understanding of market needs. Many organisations now encourage intrapreneurship within their workforce to drive innovation, improve products, and refine workplace practices.

In this unit, you will explore the characteristics of intrapreneurs, the strategies businesses use to promote innovation, and the stages of the innovation process. This will give you insight into how entrepreneurial thinking contributes to business performance and prepare you for future career choices or further study in business.

Learning aims of unit:

- A. Explore the business environment in which an enterprise operates
- B. Investigate how intrapreneurship can be developed internally to contribute to the success of an enterprise
- C. Explore the role of innovation in promoting change in an enterprise
- D. Examine the stages of innovation and their impact on an enterprise.

IB Diploma Program Courses



IBCP students choose 2 to 4 IBDP courses to follow for the two-year course.

Mandatory: Group 1 – Language and Literature (SL or HL)

English A: Literature

or

English A: Language and Literature

Optional 1 to 3 Courses from:

Group 2 – Language Acquisition

French B (SL), French ab initio (SL only)

Spanish B (SL or HL), Spanish ab initio (SL only)

Group 3 – Individuals and Societies (SL or HL)

Economics, Environmental Systems and Societies, Global Politics, History, Psychology

Group 4 – Experimental Sciences (SL or HL)

Biology, Chemistry, Computer Science, Environmental Systems and Societies, Physics

Group 5 – Mathematics (SL or HL)

Mathematics: Applications and interpretation
Mathematics: Analysis and approaches

Group 6 – The Arts (SL or HL)

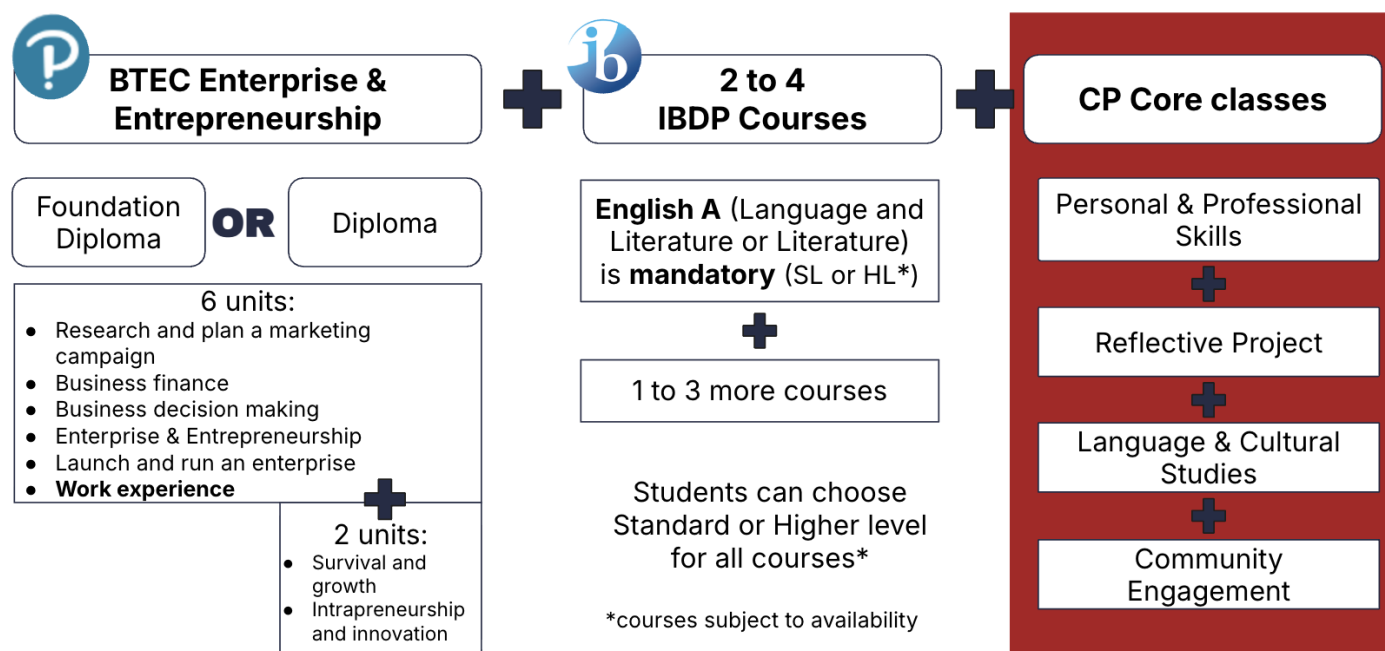
Music, Visual Arts, Film

IB courses are 2 year courses taken in both grades 11 and 12. Some subjects may not be open due to limited enrollment. HL and SL designations may be subject to change due to limited enrollment. Additionally, some course combinations may not be possible due to limitations in scheduling. The master schedule is determined by grade 10 cohort preferences.

Each IBCP student has a tailored schedule to their preferences. To read more about the specific DP course please refer to the [High School PROGRAM OF STUDIES](#).

Refer to the IBDP Procedures & Policies for your DP classes.

IBCP Core in detail



The CP core helps students grow both personally and professionally. It connects the academic courses (from the Diploma Programme) with the career-related studies, tying everything together into a meaningful and balanced learning experience.

The CP core is designed to:

- Be shaped by students' interests, choices, and active involvement
- Focus on developing knowledge, skills, and attitudes that are useful now and in the future
- Provide real opportunities for students to show what they've learned in practical, authentic ways

The four parts of the CP core are:

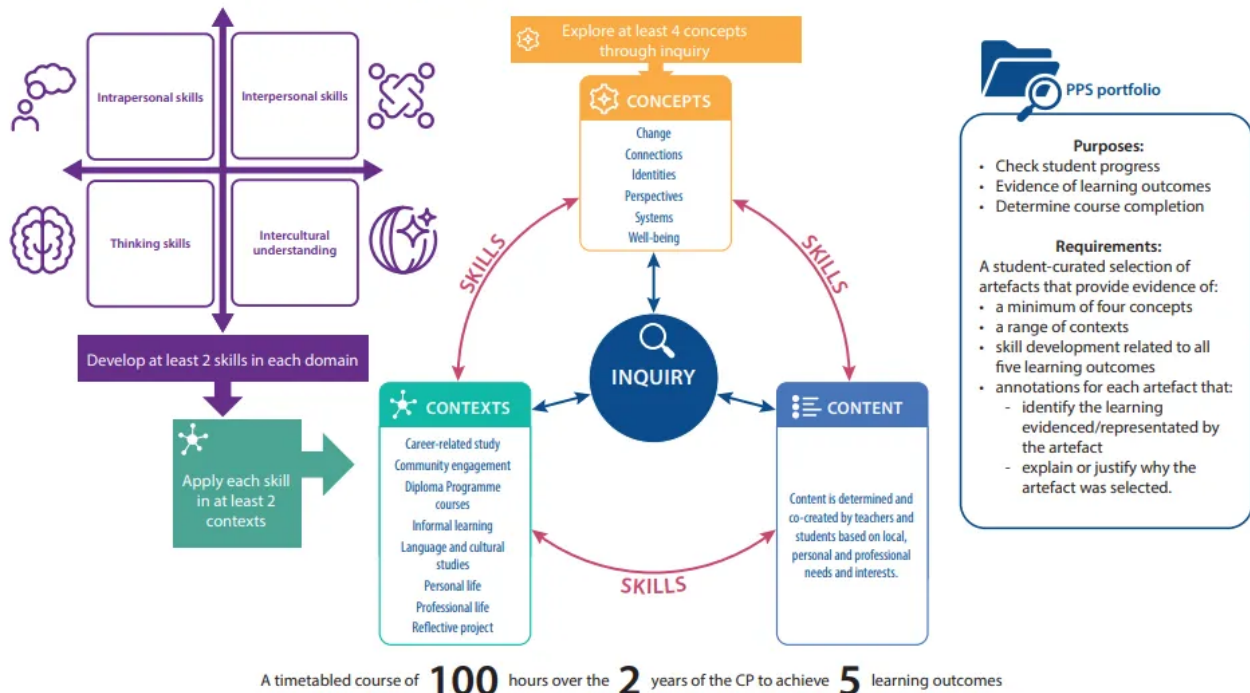
- **Personal and Professional Skills** (PPS): Developing essential life and workplace skills like communication, teamwork, and ethical thinking.
- **Community Engagement** (CE): Involvement in projects that benefit others and build a sense of responsibility.
- **Language and Cultural Studies** (LCS): Learning a new language and exploring different cultures to build intercultural understanding.
- **Reflective Project** (RP): An independent, in-depth investigation into an ethical issue related to the student's chosen career path, encouraging critical thinking and reflection.
 - Students can choose from a range of formats (written, visual, verbal, or audio-visual), with a maximum of 4,000 words including a 1,000-word reflective statement.

The following sections go in depth about each course and how they are tailored to fit our students' needs at ASB.

Personal and Professional Skills

The Personal and Professional Skills (PPS) course is a core component of the IB Career-related Programme (CP) designed to help students develop key skills for success in life, work, and further education. It focuses on building intrapersonal and interpersonal skills, critical and ethical thinking, and intercultural understanding, all of which are transferable across various contexts. The course is taught over two years (minimum 100 hours), includes a student-curated portfolio, and is tailored by each school to align with the CP framework and learning outcomes.

PPS at a Glance:



Aim of the PPS course:

- Equip students with the confidence to navigate a complex and changing world.
- Develop and apply transversal skills in various personal and professional contexts.
- Explore concepts related to personal and professional growth.
- Understand, consider, and value diverse perspectives.
- Become reflective, lifelong learners who can manage and respond to change.

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.

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.

Requirements for this course development according to the IB:

- 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**.

Student Portfolio: Requirement for students according to the IB

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.

Purposes of the Portfolio:

- demonstrating progress while the course is ongoing
- 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.

The portfolio should include:

- 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**
- **Annotations** to identify each artefact and explain why it was selected.
- Student **reflection** on learning

Notes about the portfolio:

- No prescribed **format**
 - e.g. written, audio-visual, digital - as students may have preferences that allow for differentiation and personalization.
- No limit to the **number or type** of artefacts 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.

Skills are grouped into four domains:

Intrapersonal skills	Interpersonal skills	Thinking skills	Intercultural Understanding
			
• Adaptability • Self-awareness • Resilience • Self-advocacy • Reflection and reflexivity • Self-management	• Communication • Collaboration & networking • Leadership • Change management and conflict mediation	• Problem-solving • Decision-making • Ethical decision-making • Critical thinking • Creative thinking • Information literacy • Systems thinking	• Change management & conflict mediation • Reflection & reflexivity • Empathy • Self-efficacy • Social awareness • Ethics & personal values • Civil & Social responsibility

More information about Personal and Professional Skills can be found in the guide:

 [0-PPS-Guide-2025-en.pdf](#)

Reflective Project

The Reflective Project (RP) follows a guided, problem-based learning approach with built-in support, feedback, and reflection points. While it is an individual project, students receive ongoing guidance throughout the process. The RP is externally corrected by the IB.

The reflective project explores an ethical dilemma related to an issue that is directly connected to a career-related study.

Requirements of the RP from the IB:

- The RP is a **compulsory** component of the Career-related Programme (CP).
- The RP must focus on an **ethical dilemma** in a career-related area.
- The RP can be submitted in a choice of formats and a total of 4,000 words, which is inclusive of a **reflective statement (maximum 1,000 words)**, provided on the RP/FRF).
- Students present their research findings for feedback prior to finalizing the RP.
- At the completion of the RP, students participate in a viva voce, which is a concluding interview with the RP supervisor.
- The RP is assessed using five assessment criteria that align to the assessment objectives (AOs).
- A student must achieve a D grade or higher for the RP to be awarded the IB Career-related Programme Certificate.

Time expectations

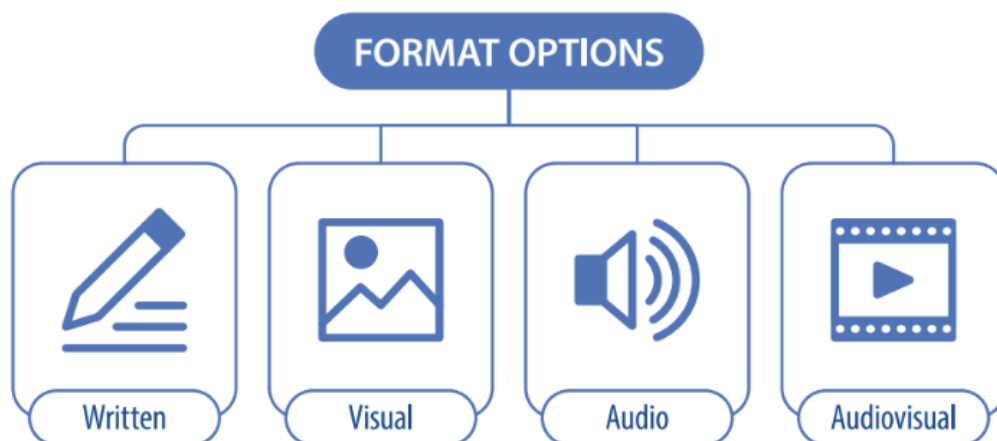
Students should spend at least **50 hours** researching and developing their Reflective Project (RP) independently over the two years of the CP. Along the way, they receive guidance and feedback from RP supervisors, teachers, peers, mentors, or career experts. Supervisors typically spend 3 to 6 hours supporting each student. The RP is submitted during the final year of the programme.

Learning hour requirements

Type of learning	Independent	Guided
Participants	Students	Students with RP supervisors or other school-based educators
Minimum time requirement	50 hours	3–6 hours

Format options for the reflective project

Being able to communicate ideas in different ways boosts student engagement and helps develop skills useful for their future studies or careers. There are four format options are:



Requirements for each format:

Format	Option descriptions	Requirements
Written	The written option should take the form of an essay. Students may choose any style of essay; however, those that are expository in nature may prove to be most effective. Examples of expository essays include: • dissertation-style essay (e.g. academic report, case study) • proposal (e.g. business plan) in which the dilemma is outlined and a resolution proposed • newspaper or magazine article (e.g. investigative in nature, possibly an interview) • blog post that outlines the dilemma and shares the student's personal position • formal letter to an appropriate organization or individual that seeks to outline the dilemma and share the student's position.	A total of 4,000 words maximum (including 1,000 words maximum for the written reflection). A maximum of five labelled graphs, tables or still images may be included, if appropriate, to support text content. Whichever essay style is selected, students should use structural elements and conventions appropriate for the style, and ensure that the ethical dilemma is thoroughly explored to achieve all aspects of the criteria. Sources must be properly cited. Submissions should be in DOC, DOCX, PDF (non-editable), RTF file types. See section "C3.9.3 Formatting guidance" of the Career-related Programme Assessment procedures for formatting guidance.
Visual	Visual options include a variety of images that together make a statement or tell a story about the dilemma. The images can be created by the student, or collected and curated by the student, or might include a combination of both of these options. Possible visual products include the following: • Storyboard (e.g. storyboard for a film, media campaign or graphic novel) • Photo essay	Total equivalence of 4,000 words maximum (including 1,000 words maximum for the written reflection). A minimum of 5 images and maximum of 15 images with a description or annotation of a total minimum of 500 words and maximum of 2,000 words. The description/annotation should include an explanation of what the images are, why they were chosen or created, and how they contribute to the project. Sources must be properly referenced for any images not produced by the student. Images should be in JPG, JPEG or PNG file types. Images can be copied/pasted into a document to include annotations and submitted as a DOC or PDF (non-editable).

Audio	Each of the audio options can alternatively be submitted in the form of an audio-visual recording. Possible audio products include the following: • Audio recording of an interview • Audio recording of a speech or presentation (e.g. TED Talks-style presentation or speech to a relevant organization) • Audio podcast (e.g. possible styles include investigative, storytelling, interview, debate). If appropriate, podcasts can be imagined as one episode of a podcast series focusing on the ethical dilemma.	Total equivalence of 4,000 words maximum (including 1,000 words maximum for the written reflection). A minimum of 10 minutes (approximately 1,500 words) and maximum of 15 minutes (approximately 2,250 words) with any additional explanations, annotations or context provided in writing. For any music or sound effects that are used, students should explain why they were chosen and how they contribute to the project. A transcript should be attached as an appendix to all audio products. It will not be marked or included in the word limit but serves to support the recording in case of technological difficulties. Audio submissions should be in MP3, M4A format.
Audio-visual	Possible audio-visual products include the following: • Documentary film • Short film (live or animated) • Video recording of an interview • Video recordings of a speech or presentation (e.g. TED Talks or TED-ED style presentation) • Animated presentation with recorded voiceover • Video podcast	Total equivalence of 4,000 words maximum (including 1,000 words maximum for the written reflection). A minimum of 10 minutes (approximately 1,500 words) and maximum of 15 minutes (approximately 2,250 words) with any additional explanations, annotations or context provided in writing. For images, music and sound effects that are used, students should explain why they were chosen and how they contribute to the project. A transcript should be attached as an appendix to all audio-visual products. It will not be marked or included in the word limit but serves to support the recording in case of technological difficulties. Film/video/screencase submissions should be in MP4, MOV (codec H264), M4V format.

Learning journey

Students will maintain a **learning journal** throughout the Reflective Project to capture their ideas, notes, experiences, feedback, and reflections. This supports meaningful and ongoing reflection.

The RP journey includes the following key activities:

1. Preparation and planning phase

Preparation and building of background knowledge	Identification of an ethical dilemma	Peer discussions	Research plan and project proposal	Peer/RP supervisor feedback	Reflection point
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2. Research and analysis phase

Conduct research	Reflection point	Supervisor feedback	Reflection point
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3. Development phase

The initial project draft

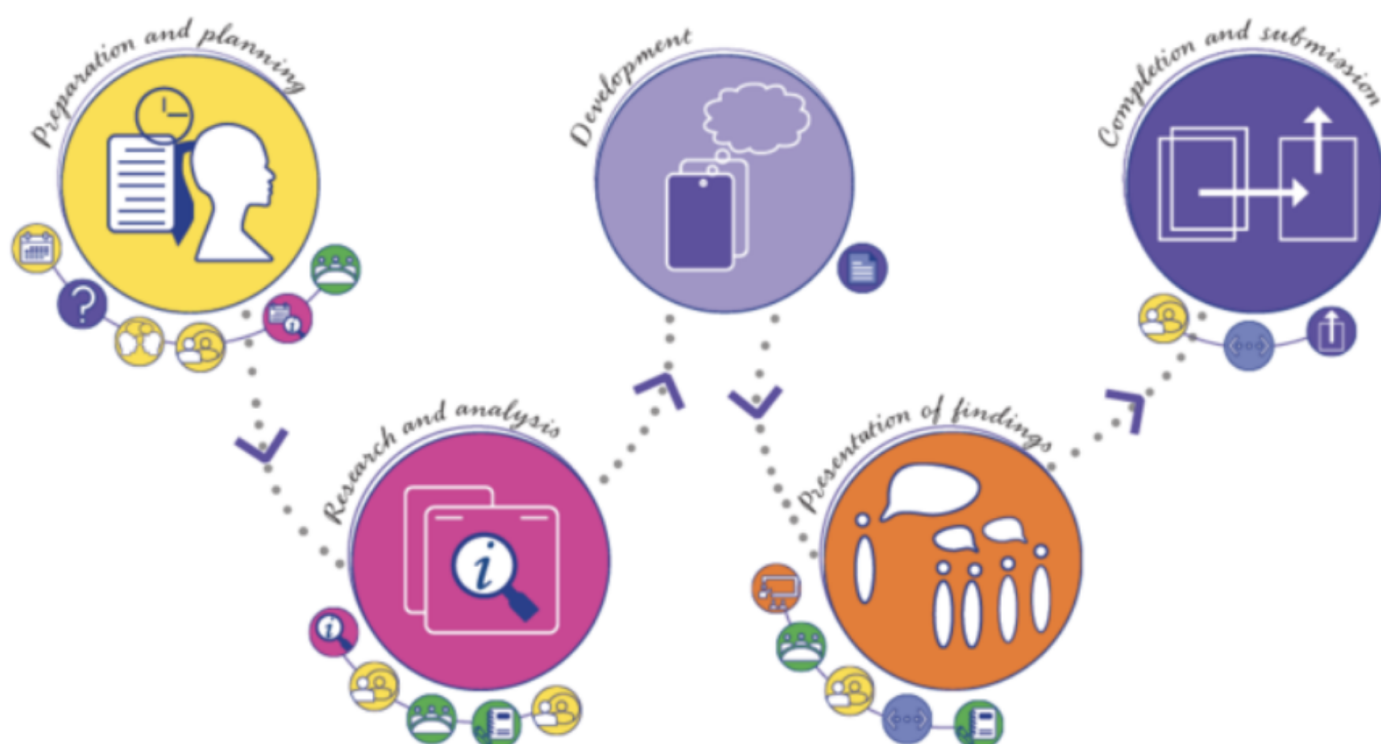
4. Presentation of findings

Presentation (maximum 10 minutes) to teacher and peers to share the findings and ideas from their research and initial draft and receive feedback	Reflection point
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5. Completion and submission

Revision and final project	Viva voce	Project submission
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The learning journey



Assessment Criteria

The Reflective Project is externally graded by the IB. The examiners will mark positively, giving credit where appropriate for what students have produced based on the following criteria:

Criterion A: Focus on the ethical dilemma (6 marks)

Markband	Nature of the ethical dilemma	Perspectives	Focus and context
0	If the work does not reach a standard outlined by the performance level descriptors, 0 marks are awarded for this criterion.		
1-2	An ethical dilemma is implicit but not stated. The relation of the ethical dilemma to a specified career is unstated.	The exploration of the ethical dilemma is limited. Only one perspective is identified.	The focus on the ethical dilemma is unclear. The examples provided are irrelevant or isolated to one context.
3-4	An ethical dilemma is described but is inarguable or has a predictable resolution. The relation of the ethical dilemma to a specified career is vague or inferred.	The project identifies differing perspectives on the ethical dilemma. The exploration is dominated by one perspective.	There is a clear focus on the ethical dilemma. The examples and variety of contexts provided are relevant but limited.
5-6	An ethical dilemma is clearly and precisely defined, and could lead to several possible resolutions. The relation of the ethical dilemma to a specified career is clearly stated.	The work balances the exploration of differing perspectives on the ethical dilemma.	There is a clear, sustained focus on the ethical dilemma. The examples and variety of contexts provided are effective.

Criterion B: Knowledge and understanding through research (6 marks)

Markband	Nature of the ethical dilemma	Perspectives	Focus and context
0	If the work does not reach a standard outlined by the performance level descriptors, 0 marks are awarded for this criterion.		
1-2	The scope and depth of the research are superficial. An insufficient range of resources is used.	The work indicates limited knowledge and understanding of issues related to the ethical dilemma.	The work demonstrates limited understanding of how identified contexts, individuals or groups are impacted by the issues explored.
3-4	The scope and depth of the research are appropriate. A sufficient range of resources is used.	The work indicates adequate knowledge and understanding of issues related to the ethical dilemma.	The work demonstrates satisfactory understanding of how identified contexts, individuals or groups are impacted by the issues

			explored.
5-6	The scope and depth of the research are comprehensive. An extensive range of resources is used.	The work indicates extensive knowledge and understanding of issues related to the ethical dilemma.	The work demonstrates excellent understanding of how identified contexts, individuals or groups are impacted by the issues explored.

Criterion C: Critical thinking (8 marks)

Markband	Nature of the ethical dilemma	Perspectives	Focus and context
0	If the work does not reach a standard outlined by the performance level descriptors, 0 marks are awarded for this criterion.		
1-2	Analysis and synthesis of the research are unclear. The project is descriptive rather than analytical.	A personal position is not clearly identified, is not supported by reasoning and is not linked to evidence.	Justification of a personal position is inferred or undeveloped. There is limited evidence that the impact or implications of the personal position have been considered.
3-4	Analysis and synthesis of the research are limited. Relevant findings are partially discussed.	A personal position is identified and supported by mostly clear reasoning, some of which is linked to evidence.	There is an attempt at justification of a personal position, but it may be lacking in depth. There is some evidence that the impact or implications of the position have been considered.
5-6	Analysis and synthesis of the research are appropriate. Relevant findings are adequately discussed.	A personal position is identified and supported by coherent reasoning, which is derived from, and adequately linked to, evidence.	There is clear justification of a personal position. There is clear evidence that the impact or implications of the personal position have been appropriately considered.
7-8	Analysis and synthesis of the research are thorough. Relevant findings are effectively discussed.	A personal position is identified and supported by clear, focused reasoning, which is synthesized from, and explicitly linked to, well-selected evidence.	There is a clear and concise justification of a personal position. There is substantial evidence that the impact or implications of the personal position have been thoughtfully considered.

Criterion D: Communication of ideas (6 marks)

Markband	Nature of the ethical dilemma	Perspectives	Focus and context
0	If the work does not reach a standard outlined by the performance level descriptors, 0 marks are awarded for this criterion.		
1-2	Relevant terminology and/or appropriate stylistic conventions are seldom used.	The project is insufficiently structured, which may impede the communication of ideas.	Ideas may be insufficiently developed or irrelevant, or are presented in a confusing or unclear manner.
3-4	Relevant terminology and/or appropriate stylistic conventions are generally used appropriately to support the communication of ideas.	The project is adequately structured, which supports the communication of ideas.	Ideas are mostly developed and are presented in a logical manner; they are mostly clear and relevant.
5-6	Relevant terminology and/or appropriate stylistic conventions are consistently and accurately used to support the communication of ideas.	The project is effectively structured, which supports the clear and coherent communication of ideas.	Ideas are well developed and are presented in a logical and coherent manner.

Criterion E: Reflective practice (8 marks)

Markband	Nature of the ethical dilemma	Perspectives	Focus and context
0	If the work does not reach a standard outlined by the performance level descriptors, 0 marks are awarded for this criterion.		
1-2	Reflections are limited and may include reference to decisions, actions or thinking, but without explanation.	There is a limited description of the project's effectiveness; strengths and limitations are unstated.	Reflections on how learning and new understandings have an impact on the student or others are only inferred or are irrelevant.
3-4	Reflections include general explanations for decisions, actions and thinking.	There is an evaluation of the project's effectiveness. Some strengths and limitations are stated.	Reflections on how learning and new understandings have an impact on the student or others are commented upon, but in a limited way.
5-6	Reflections include adequate explanations for decisions, actions and thinking, and some may be justified.	There is an adequate evaluation of the project's effectiveness. Relevant strengths and limitations are described.	Reflections on how learning and new understandings have an impact on the student or others are discussed.

7-8	Reflections include thoughtful explanations for decisions, actions and thinking, and most are justified.	There is a detailed evaluation of the project's effectiveness. Relevant strengths and limitations are explained.	Reflections on how learning and new understandings have an impact on the student or others are thoroughly considered and discussed.
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Final Reflective Project Grade

The RP will receive a grade from A-E. E is considered a failing grade. The grades are attributed based on the grade descriptors described below:

Grade A Engagement with the process is thoughtfully planned and documented, with evidence that feedback has been meaningfully addressed. Key decision-making during the research process is documented with detailed evaluation through reflections, including personal impact, being evidenced. Demonstrates: ● effective research skills, resulting in a well-focused and appropriate research question that defines and contextualizes an ethical dilemma related to the career-related study ● balance of multiple perspectives ● effective engagement with relevant research areas, methods and sources ● excellent knowledge and understanding of the topic in the wider context of the relevant dilemma, and consistent awareness of its impact on identified contexts, individuals and groups ● effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this ● relevant conclusions that are proficiently analysed and help support a consistently held position throughout ● sustained, reasoned argument supported effectively by evidence ● critically evaluated research ● consistent and accurate use of terminology, structural and stylistic conventions ● excellent presentation of the project where the coherence of ideas and consistency further support the reading of the project.
Grade B Engagement with the process is generally evidenced and feedback is acknowledged. Key decision-making during the research process is effective and evidenced by reflections. Demonstrates: ● appropriate research skills, resulting in a research question that can be explored within the scope of the chosen ethical dilemma and that outlines multiple perspectives ● reasonably effective engagement with relevant research areas, methods and sources ● good knowledge and understanding of the topic in the wider context of the relevant discipline and, at times, its impact on identified contexts, individuals and groups ● reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed and contribute to a maintained position throughout ● a reasoned argument often supported by evidence; research that, at times, evidences critical evaluation ● clear presentation of all structural and layout elements that further support the reading of the project.
Grade C

Engagement with the process is evidenced, but shows mostly factual information with limited evidence that feedback has been acted upon; personal reflection is mostly limited to procedural issues.

Demonstrates:

- evidence of research undertaken that has led to a research question not necessarily expressed in a way that can be explored within the scope of an ethical dilemma and that, at times, identifies differing perspectives
- partially effective engagement with mostly appropriate research areas, methods and sources—discrepancies in the processes are present, but do not interfere with the planning and approach
- adequate knowledge and understanding of the topic that is mostly relevant in the wider context of the discipline, with some acknowledgement of the impact on identified contexts, individuals and groups; attempted application of source material and appropriate terminology and/or concepts; attempted synthesis of research results with partially relevant analysis that, at times, contributes to a partially maintained position throughout
- conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation
- satisfactory presentation of the project—weaknesses do not hinder the reading of the project
- some structural and layout elements that are missing or are incorrectly applied.

Grade D

Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and procedural.

Demonstrates:

- a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of an ethical dilemma; limited acknowledgement of differing perspectives
- engagement with appropriate research areas, methods and sources at times, but discrepancies in those processes occasionally interfere with the planning and approach
- some relevant knowledge and understanding of the topic in the wider context of the discipline that is, at times, irrelevant, and limited awareness of the impact on identified contexts, individuals and groups
- the attempted application of source material, but includes inaccuracies in the use or underuse of terminology and/or concepts
- irrelevant analysis that does not support a consistent position throughout; inconsistent conclusions as a result of descriptive discussion
- a lack of evaluation; presentation of the project is, at times, illogical and hinders the reading
- that structural and layout elements are missing.

Grade E

Engagement with the process is limited and shows limited factual or decision-making information with no personal reflection on the process.

Demonstrates:

- an unclear nature of the project; a generally unsystematic approach resulting in an unfocused research question that is not linked to an ethical dilemma and that offers a single perspective
- limited engagement with limited research areas and sources
- generally limited knowledge and understanding of the topic in the wider context of the relevant discipline that is only partially accurate and lacks awareness of the impact on identified contexts, individuals and groups
- ineffective connections in the application of source material and inaccuracies in terminology and/or concepts used

- summarizing of results of research with inconsistent analysis, resulting in an inconsistent position; an attempted outline of an argument that is generally descriptive in nature
- a layout that generally lacks or incorrectly applies several layout and structural elements.

Timeline:

CP1- Year 1 Semester 1	
Understanding the reflective project	By end of September
Reflection/ defining the investigation	By mid-October
Investigating the ethical dimensions	By end of October
The research questions	By end of November
Time and process management	By end of December
CP1- Year 1 Semester 2	
Identify the topic or issue to be explored.	By end of January
Create an initial plan about the format	By mid-February
Meet with supervisor to discuss progress with issue, dilemma and research question	By end of February
Complete first reflection on RPPF	By end of February
Research- creation of system for note-taking	Beg. of March
Sources Identified	March before Spring break
Source list complete	April after Spring break
Finalise research question	April after Spring break
Literature review of sources and adapt plan if needed	By end of April
Meet with supervisor to discuss literature review	By mid of May
re-evaluate plan and create final essay outline	By mid of May
CP2- Year 2 Semester 1	
First draft completed	By end of September
Complete checklist before submitting	By end of September
Meet with supervisor to discuss progress	By mid-October
Complete second RPPF	By mid-October
Receive spoken feedback from supervisor on draft	By end of November
CP2- Year 2 Semester 2	
Complete final draft of RP	By end of January

Meet with supervisor	By mid February
Complete final RPPF	By mid February
Supervisor confirms its authenticity.	By first week of March
Marking and Moderation of RP by supervisors	By end of March
Submission of RP to IBIS by RP Coordinator	By 15th of April (lastest)

More information about Reflective Project can be found in the guide:

 [0-cp-reflective-project-guide-2025-en](#)

Language and Cultural Studies

Recognizing that multilingualism and intercultural understanding are cornerstones of international-mindedness, which is at the core of the IB mission, and that multilingualism is a fact, a right and a resource,

LCS aims to create opportunities for students to:

- explore and expand their linguistic and cultural repertoires
- develop curiosity, openness and empathy through awareness and appreciation of linguistic and cultural diversity, locally and globally
- develop transferable knowledge, skills and attitudes for present and future study, work and leisure.

Learning Outcomes:

- LO1—articulate how **personal identity** is shaped by engaging with languages and cultures and diverse perspectives
- LO2—identify their **own strengths and aspirations**, set personally relevant goals, and monitor their multilingual and intercultural learning through ongoing reflection
- LO3—apply **communication skills** and understandings to various contexts
- LO4—practise reflexivity and develop **self-awareness** as communicators within and across languages and cultures.

Students will begin their LCS course with an introductory unit led by the LCS teacher. In this unit, student will be:

- Introduced to the nature, aims, learning outcomes and concepts of LCS
- Orientated towards a personal focus; engaging students in self-inquiry that is captured through the language and cultural portrait.
- Showed how to lay the foundations for them to identify a focus for learning in LCS (i.e. choosing an area of exploration) and setting goals.

Choice of Language

Once students have a clear understanding of the LCS objectives and a more comprehensive portrait of themselves, they will choose **one language** to focus on for the two-year course. Their choice of language must be based on one of these areas of exploration:

- **Career:** A focus on language and intercultural capabilities for specific purposes, either professional or academic.
- **Community:** A focus on a language/language variety within the context of a local or global community or linked to the student's personal/family, cultural, historical connections with a community.
- **Personal:** A focus on learning a new language/language variety as a code within a cultural context or consolidating an aspect of the student's linguistic and cultural repertoire out of personal interest.

Examples of what students could choose to focus on in LCS:



It is expected that the language chosen is a natural language (dead/classical languages are not possible) in order to communicate with others.

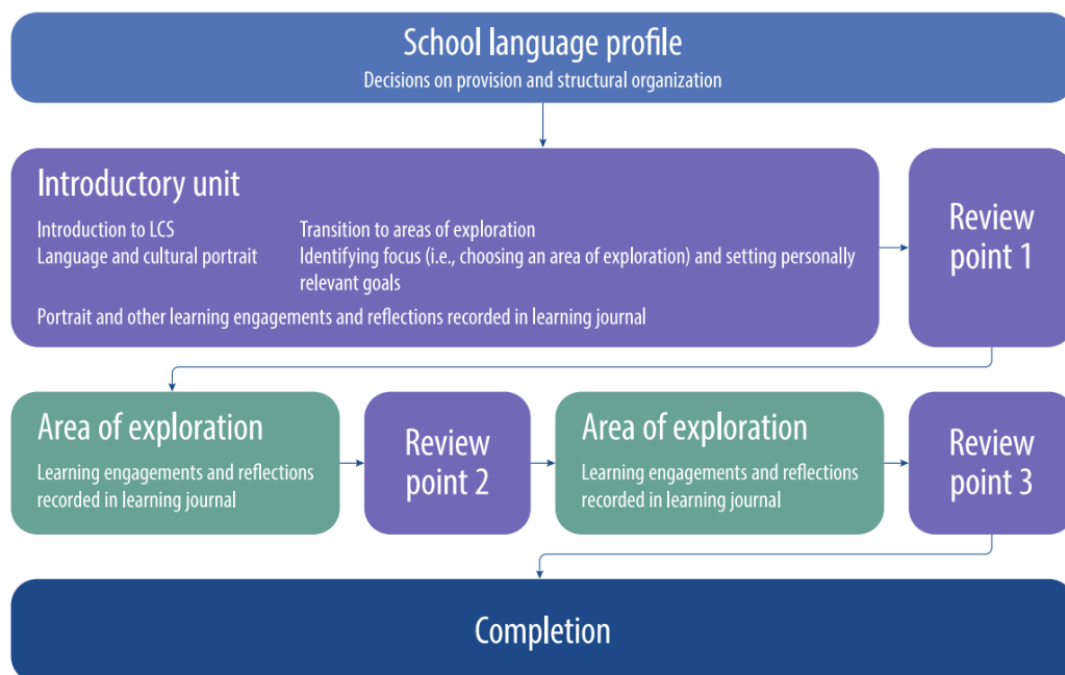
- Students who identify as **monolingual** must select a new language/language variety to explore, so that they actively engage with multilingualism and develop their intercultural capabilities.
- Students who identify as **multilingual** can choose to develop any aspect of their repertoires further, or choose a new language/language variety.

To achieve successful completion of LCS, students will need to demonstrate **progress in learning in relation to the learning outcomes**. Students are required to maintain a **learning journal** to record their sustained engagement and evidence of learning. In addition, there will be **three review points**. For each reflection point, students will record a reflection in the **progress and reflection form**.

The learning journal is the students' centralized space, where all evidence can be collected, viewed and reflected upon. Evidence is dated to support demonstrating sustained engagement. Evidence may include:

- the student's initial language and cultural portrait and revisiting and reflecting on the portrait throughout the learning journey
- justification of the area of exploration
- revision and refining of goals
- gathering of evidence and artefacts
- feedback (from teachers, peers, others)
- reflections (on learning engagements, on the portrait)
- planning, reporting and evidence of learning engagements
- understanding and engaging with LCS concepts
- demonstrating learning outcomes
- preparation of review points.

Linear representation of the two-year LCS learning journey:



Focus of each review points:

Review point 1	Review point 2	Review point 3
- Talking about the language and cultural portrait using key terminology - Articulating and justifying the chosen area of exploration - Setting challenging goals that are relevant to the LCS aims and learning outcomes - Identifying resources for achieving goals - Describing the first planned learning engagement in line with the learning outcomes	- Recounting and evaluating learning engagements using evidence from the learning journal - Describing achievements/progress towards the goals using key terminology - Identifying challenges to achieving goals, and subsequently refining goals or revising approaches - Reflecting on any new, evolving understandings of language and culture - Demonstrating learning outcomes	- Recounting and reflecting on learning engagements using evidence from the learning journal - Celebrating achievements/progress towards the goals using key terminology - Looking towards the future as a multilingual user and intercultural communicator - Demonstrating learning outcomes
After each review point students are required to add a reflection and record it in the progress and reflection form.  0-Progress and Reflection Form-LCS.pdf		

All CP students are expected to engage fully with this core component and meet its requirements for successful completion, which is a condition for being awarded the IB Career-related Programme certificate. If a student has chosen one of their DP courses to be a language course (studies in language and literature, language acquisition, language and culture), they are still required to complete LCS.

Determining completion of LCS for each student will be based on an evaluation of evidence that demonstrates:

1. progress in learning in relation to the learning outcomes
2. sustained engagement over the two years of the programme, amounting to at least 70 learning hours.

Evidence of learning and engagement throughout the LCS journey (introductory unit and chosen area of exploration) is collected through the learning journal and discussed in the review points. The three review points hold equal value and will provide cumulative support for a final decision on completion of the LCS. Assessment and reflection in the three review points is recorded in the progress and reflection form.

More information about Language and Cultural Studies can be found in the guide:

 [0-LCS-guide-2025-en](#)

Community Engagement

Community engagement (CE) offers opportunities for students to learn in, from and with communities as well as to apply knowledge and skills acquired in other areas of learning.

CE invites students to engage with communities in **dialogic**, **reciprocal reflective** and **reflexive** ways, and to expand their understanding from a **personal** to a **relational** to a **systems** dimension.

Students engage in an inquiry-based process of **exploring and preparing, relating and acting, evaluating and sharing** that is aimed at responding to relevant opportunities and challenges identified both by and with communities. Through this process, students:

- develop and apply critical- and creative-thinking skills, social and affective skills, and ethical reasoning
- reflect on their positionality, develop the ability to build reciprocal relationships, and engage in place-based learning
- gain a deeper understanding of local and global issues, and develop the ability to manage complexity
- develop a sense of individual and collective responsibility and agency, and the capacity to become active participants in bringing about that for which they and their communities hope.

CE aims to contribute in positive ways to all participants.

- Students will grow personally through experience and relationships; they will continue developing academic, civic, social, cognitive and affective skills, knowledge and understanding; and they will discover, develop and consolidate attitudes and values (e.g. openness, solidarity, compassion).
- Teachers, who are positioned as both mentors and co-learners, will be constructing meaning together with students and are likely to gain a deeper understanding of themselves, their students and their communities.
- The community will engage in reciprocal collaboration that responds to relevant opportunities and challenges, and has the potential to contribute to developing collective capacities and to the well-being of the community and the larger (ecological and social) systems in which it is embedded.

Students begin by identifying a relevant issue or opportunity in a community they are part of. Using the dimensions of community and principles of engagement, they explore and act through inquiry-based learning. Throughout the process, students develop and demonstrate learning outcomes shaped by these dimensions and principles. To do this, students will build their understanding of two key ideas: community and engagement.

- **Community** can be seen through three lenses: personal, relational, and systems.
- **Engagement** is guided by three core principles: dialogue, reciprocity, and reflection/reflexivity.

The aims of CE are for students to:

- build relationships and engage in reciprocal collaborations that contribute to individual and collective well-being
- develop awareness of the complexity of, and appreciation for, the diverse ways of knowing, doing and being
- cultivate compassionate integrity, ethical solidarity and active hope
- embrace reflective and reflexive practice as tools for building a cognitive and affective foundation that supports lifelong learning and global citizenship.

Learning Outcomes:

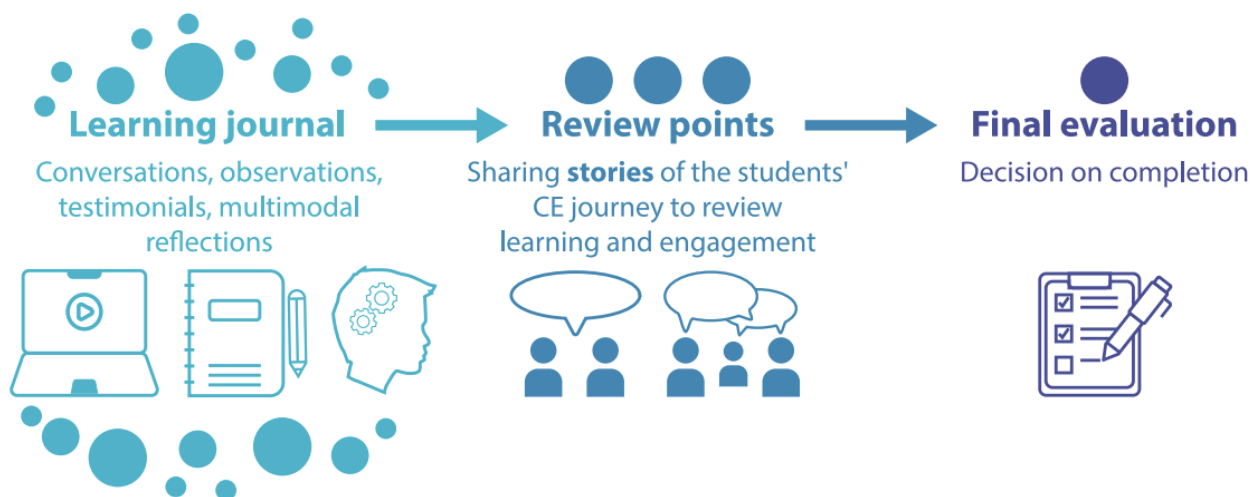
- LO1—Foster reciprocal and dialogic engagement
- LO2—Explore systems, and develop awareness of their roles within these
- LO3—Develop, articulate and enact ethical thinking and action
- LO4—Engage in reflective and reflexive practice

CE has two components: guided learning hours and active engagement in and with the community. Students will start their Community Engagement by engaging with the teacher-guided activities with the CE Coordinator in school. This will build the foundation for their active engagement that will follow throughout the two-year program. It is recommended that students aim for longer-term or more indefinite engagements. Substantial duration enables the forming and maintaining of reciprocal partnerships. Forms of engagement students can partake in include:

- Community-building and organizing
- Participation
- Advocacy
- Community-based learning and research

Students should meet the following requirements through their CE journey in order to achieve a passing grade:

Aspect of CE	Requirements
Choice of engagements	• Undertake CE in response to a relevant opportunity or challenge, where relevance is jointly defined by students and the community. • Demonstrate engagement that is informed by the three principles (dialogue, reciprocity, reflection and reflexivity) and the three dimensions (personal, relational, systems).
Learning and participation	• Participate in the guided learning as designed by the school.
Assessment	• Maintain a learning journal as a site for planning, exploration, reflection and reflexivity, as well as for collecting evidence of the learning outcomes and to record their sustained engagement with CE. • Prepare for, and participate in, the three review points. To complete the CE core component successfully, students will need to demonstrate the learning outcomes. For more information, see the "Evidencing and monitoring" section.
Time and overall engagement in CE	• Demonstrate sustained engagement with the CE core component over the two years of the programme.



Ongoing
(informal, formative)

Periodic
(interim progress review: formal, formative)

End of programme
(holistic evaluation and final decision on completion)

Students will be expected to keep either a digital or physical journal to collect evidence, reflections, and demonstration of their four learning outcomes. Evidence may include, but is not limited to: • Planning or Initial research into proposed community and engagements (e.g. mind maps, timelines, voice notes) • Self-assessment activities (e.g. reflection upon the IB learner profile attributes and their interaction with systems and ethical thinking) • Reflective and reflexive thinking about self in the context of community, and about personal growth and development in written, oral (e.g. audio recordings, voice notes or multimodal forms) • Annotated photographic evidence from experience • Preparation, documentation and reflection upon review points	Three review points are required to take place within the two years of the programme. These review points will provide opportunities for students to analyse, evaluate, reflect upon, discuss and share their engagements with any or all of the teachers/peers/community partners involved. First review point: (End of October in year 1) Focus: Students will outline their initial or planned engagements and how they plan on embarking on their CE journey. Second review point: (May year 1) Focus: Students talk about their story of how their CE journey is unfolding and provide evidence of the learning outcomes. Third review point: (April year 2) Focus: The final storytelling moment when the whole CE journey is reflected upon in relation to the learning outcomes.	Determining completion for each student will be based on an evaluation of evidence of: • the learning outcomes • sustained engagement with the CE core component over the two years of the programme.
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More information about Community Engagement can be found in the guide:

 [cp-community-engagement-guide-2025-en](#)

ASB Policies

Changes during the Program

It may be necessary for you to change one of the components within your CP program. This could be requested by you or the IBCP coordinator due to a lack of progress or attainment. This change could include:

- DP course: SL to HL
- BTEC course: Diploma to Foundation Diploma OR Foundation Diploma to Subsidiary Diploma
- Removing number of DP courses, for example going from 3 to 2 DP courses

In each case, a conversation will be had with the student, parent, and IBCP coordinator.

Changes that are not possible after September 30 of grade 11 are:

- Changes of programmes between IBCP and IBDP
- Changes or additions of DP course subjects

Probation

Students who have chosen the IB Career-related Program must earn a minimum of 3 in each of their IB Diploma Program courses and a Pass in all BTEC course or they may no longer be eligible to be in the IB Career-related Program unless allowed to continue by appeal. These students will finish with the American Diploma. This Diploma may still include IB Certificate courses or the BTEC certificate. Specific modified schedules will be defined and communicated to the student and parents/guardians. Should families wish to appeal a decision to remove a student from the IBCP, they should notify the HS Principal who will consider the matter with the IBCP Coordinator and the Director. An appeal ruling will be determined based on the following data: current and previous grades, a student's transcripts, faculty recommendations, standardized test scores, student social-emotional maturity, student's age, and outside evaluations.

Honors and Awards

At the end of each semester students who have shown high academic achievement will be recognized by being placed on the Principal's List or the Honor Roll. The criteria for each category are:

Grade 11 & 12 students pursuing the IB Career-related Program:

Honor Roll: 5's, 6's and/or 7's in all courses + BTEC: Merit or Distinction + Pass in all IBCP core classes

Principal's List: 6's and/or 7's in all courses + BTEC: Distinction + Pass in all IBCP core classes

Academic Honesty during Assessments

In order to achieve a BTEC qualification and IBDP courses, you must produce your own work. You will not be allowed to do the following :

- Copy word for word from a textbook
- Copy and paste work from the internet
- Copy from other students (past and present)
- Use AI to generate work

Any content that has been produced from content you found on the internet, books, magazines, published or unpublished work, must be clearly identified and referenced.

Academic Integrity Policy: The school takes academic honesty seriously and understands that students need to be educated about how to study and work in an honest way. The school gives workshops and seminars to students on how to work without cheating, copying, plagiarizing and colluding in the context of a student's homework, projects, assessments and evaluations. Students are expected to use proper referencing and citation techniques that will be developed across the curriculum. With the rise of artificial intelligence, ASB has created an AI policy that is designed to instruct students on the proper use of AI tools in their studies. Serious

consequences will be incurred if academic integrity is not demonstrated, including ineligibility for the IB program or dismissal from the IB program. See the ASB Academic Integrity Policy in Appendix VI for more information.

Academic Cycle of Concern and Probation: All students earning *a 1 or 2 (failing grades on the 1-7 scale), or earning two or more 3's in academic subjects* at the end of quarters or semesters will be placed on Academic Cycle of Concern. In addition, 11th and 12th grade students in the Diploma Program earning less than a 4 (1-7 scale) in any HL class at the end of a quarter or two or more 3's in SL courses will be placed on Academic Cycle of Concern. This becomes Academic Probation if such grade achievement persists for consecutive reporting periods.

Any student at the end of the school year who is predicted by his or her academic teachers as in danger of failing a course or at risk of Academic Cycle of Concern may be prohibited from attending year end trips, such as El Camino, in order to complete any necessary school work.

When a student is on Academic Cycle of Concern or Probation:

- A letter will be sent to the parents by the Student Support Coordinator or IB Program Coordinators
- The student will be placed on an academic contract with specific goals and requirements for the upcoming quarter; this may include a meeting involving parents, the student and members of the High School Student Support and Referral Team.
- The Student Support and Referral Team will regularly monitor the student's progress
- Participation in Lynx activities, extracurricular activities and various field trips and athletic trips may be conditional or temporarily revoked depending on the stipulations of the contract
- Off campus privileges will be revoked

A student will be removed from Academic Cycle of Concern or Probation at the end of a quarter in which the student receives all passing academic grades with no more than one 3 if not in the Diploma Program courses.

Preparation for University Admissions

The **IB Career-related Program** (IBCP) certificate is received by students who complete the full IBCP course of study in the 11th and 12th grades. The IBCP is recognized by many universities particularly for programs connected to students' chosen career pathways. The IBCP certification does not have a cumulative points score out of 45 as does the IBDP. The IBCP students can apply with the following combination of qualifications:

- American High School Diploma
- BTEC (equivalent to 1 or 2 A levels)
- IBDP courses
- IBCP core

IBCP students graduate with three important certifications:

 Pearson BTEC Approved Centre	 International Baccalaureate® Baccalauréat International Bachillerato Internacional	 MSA CESS Middle States Accreditation <i>Excellence by Design</i>
BTEC International Level 3 Grade range: Diploma: PP - D*D* or Foundation Diploma: P-D*	CP Certificate (including Reflective Project Grade: A-E) & IBDP Course Certificates (Grade: 1-7)	American High School Diploma

The **American High School Diploma** is received by every student graduating from ASB. This diploma is equivalent to a diploma received by students in high schools in the USA. The requirements for receiving this diploma include the accumulation of at least 22 credit hours over the four years of High School. These credits must include:

- | | | | |
|------------------|-----------|----------------------|-----------|
| • English | 4 credits | • Physical Education | 2 credits |
| • Science | 3 credits | • World Language | 3 credits |
| • Social Studies | 3 credits | • Choice Courses | 3 credits |
| • Mathematics | 3 credits | • Community Service | 1 credit |

Full credit is given for year-long courses that meet at least two to three times in the 6-day cycle. Semester long science courses that meet four times in the 6-day cycle are given 0.5 credit. Half credit may be given for partial completion of the full credit course at the administration's discretion after reviewing the student's academic performance. No credit is given for a failing grade or withdrawal from a class.

The American High School Diploma is valid for entrance into North American universities and some other private universities across Europe. Students completing the High School diploma have the option to enroll in any number of IBDP courses as part of the American High School diploma. Students can receive course certificates from the IBO if they sit for and pass the subject exams.

Resources

This is the list of where [IBCP](#) students have attended universities in the past.

This is the link to the [IB University Database](#) which is kept up to date of where IBCP students have attended university.

This is the list of where [Pearson BTEC](#) students have attended universities in the past.

International University Entrance

Students wishing to apply to universities or colleges in North America and some UK and EU universities need to attain at least an American High School Diploma. Please note that North American universities often require other exams for application (such as SAT, ACT, TOEFL/IELTS, English Proficiency).

The IB is continuously updating their university recognition list. Check which global universities recognise IBCP here <https://recognition.ibo.org/en-US/>. If the university you want to attend is not on the list then it is recommended that you contact them directly and speak to the admissions team.

For all diploma pathways, parents/guardians and students should consult directly with individual universities or colleges to understand their specific entry requirements. In addition, ASB provides every student with access to a university counselor, who can offer guidance and support throughout the university selection and application process.

Spanish University Entrance

For IBCP students who want to study in Spain, it is very important to **schedule a meeting with our Spanish Technical Director**. Entry requirements in Spain can be quite specific, and they differ between public and private universities. In addition, universities in Catalonia may have different requirements from those in the rest of Spain.

Students who successfully complete the full IBCP are eligible to enter the Spanish university admissions process. With the American High School Diploma, students can earn a **maximum score of 6** on the Spanish NOTA.

Private universities (e.g., Esade, IQS, etc.) each have their own entrance requirements and often require students to take a private entrance exam. Students should review the university websites and consult with the Spanish Technical Director. Public universities usually have higher requirements. Admission to public universities depends on whether the student's score meets or exceeds the minimum required for the specific program. With a score of 6 or lower, students may still be eligible, but only for September intake. This is also subject to change depending on the law.

Homologation

Students who complete the full IBCP will graduate with the American High School Diploma. UNED will review each applicant's transcript to confirm they meet minimum requirements. To be eligible, students must pass all 11th- and 12th-grade courses. If UNED determines that the courses taken at ASB satisfy program requirements, students must then request the homologation of their studies to the Spanish Baccalaureate (note: ESO must also be previously homologated). With this homologation, students can apply to both public and private universities.

Optional extra points:

- PAU (Prueba de Acceso a la Universidad):

There is also an option for IBCP students to take Spanish competency exams (PAU) to gain extra credit.

The PAU can allow the students to increase their Spanish NOTA by a maximum of 4 additional points.

- PCE (Prueba de Competencias Específicas):

There is also an option for IBCP students to take Spanish competency exams (PCE) to gain extra credit if they pass the mandatory four subjects of the selectividad. The PCE can allow the students to increase their Spanish NOTA by a maximum of 4 additional points.

Examples of Schools in Spain that have accepted CP students in the past:

- Universidad de Navarra
- EU Business School - Barcelona
- Geneva Business School - Spain
- Institute of the Arts Barcelona
- LABA Valencia - School of Art Design and New Media
- Les Roches - Marbella
- Saint Louis University - Madrid
- Schiller International University
- TBS Education - Barcelona

If a student is interested in pursuing the BTEC Extended Diploma, then UNED has issued the following NOTA points for the grade in BTEC*.

BTEC Course	Points total threshold on BTEC units	Final BTEC Grade	Equivalent UCAS tariff points	NOTA SOBRE 10 Universidad pública español
BTEC Extended Diploma (1080 GLH)	270	D*D*D*	168	8.41
	252	D*D*D	160	8.18
	234	D*DD	152	7.95
	216	DDD	144	7.73
	196	DDM	128	7.27
	176	DMM	112	6.82
	156	MMM	96	6.36
	140	MMP	80	5.91
	124	MPP	64	5.45
	108	PPP	48	5.00

*In the school year 2025-26, no students had expressed the interest to be in the Extended Diploma. The Extended Diploma is only available for students with two IB DP courses.

UK University

If an IBCP student is interested in a university in the UK, often the UCAS points will be used for admission. Once again, please contact your university counselor about university choices.

Calculating UCAS points

The final [UCAS points](#) is attributed by adding the points from the different components:

- BTEC grade (32-168 UCAS points)
- 2 IB DP courses (12-112 UCAS points)
- Reflective Project grade (4-12 UCAS points)
- Completion of IBCP Core: 32 UCAS points

BTEC Course	Points total threshold on BTEC units	Final BTEC Grade	Equivalent UCAS tariff points
BTEC Diploma (720 GLH)	180	D*D*	112
	162	D*D	104
	144	DD	96
	124	DM	80
	104	MM	64
	88	MP	48
	72	PP	32
BTEC Foundation Diploma (540 GLH)	130+	D*	84
	104-129	D	72
	73-103	M	48
	51-72	P	24

UCAS Points attributed for each part of the IBCP:

A. BTEC Extended Diploma	Points total threshold on BTEC units	Final BTEC Grade	Equivalent UCAS tariff points
	180	D*D*	112
	162	D*D	104
	144	DD	96
	124	DM	80
	104	MM	64
	88	MP	48
	72	PP	32

B. Each DP course	Each IBDP course, either at a Standard or Higher Level, has equivalency to UCAS tariff points as seen from the table below:			
	Grade in IBDP STANDARD LEVEL	Equivalent UCAS tariff points	Grade in IBDP HIGHER LEVEL	Equivalent UCAS tariff points
	7	28	7	56
	6	24	6	48
	5	16	5	32
	4	12	4	24
	3	6	3	12
	2	0	2	0
	1	0	1	0

C. Reflective Project	Reflective Project Final Grade	UCAS tariff points
	A	12
	B	10
	C	8
	D	6
	E	4

Example of total UCAS Tariff points calculation:

Total UCAS Tariff points **178** for achieving:

- Pearson BTEC Extended Diploma: Grade DD (96 points)
- Reflective Project: Grade B (10 points)
- Standard Level IBDP Course: Grade 6 (24 points)
- Standard Level IBDP Course: Grade 5 (16 points)
- Higher Level IBDP Course: Grade 5 (32 points)

Appendix 1: BTEC Glossary of terms

You must refer to the Glossary below when doing your assessments.

Below is a summary of the **key terms used to define the requirements in the units.**

Term	Definition
Analyse	Learners present the outcome of methodical and detailed examination either: ● breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or ● of information or data to interpret and study key trends and interrelationships. Analysis can be through activity, practice, written or verbal presentation.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or, to identify those which are the most important or relevant and arrive at a conclusion.
Compare	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that are extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Communicate	Learners are able to convey ideas or information to others.
Create/construct	Skills to make or do something, for example a display or set of accounts.
<i>Describe</i>	Give a clear, straightforward description which includes all the main points and links these together logically
Discuss	Learners consider different aspects of: ● a theme or topic ● how they interrelate ● the extent to which they are important. A conclusion is not required.
Demonstrate	Learners show knowledge and understanding.
Develop	Learners grow or progress a plan, ideas, skills and understanding.
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects such as: ● strengths or weaknesses ● advantages or disadvantages ● alternative actions ● relevance or significance. Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.
Explore	Skills and/or knowledge involving practical research or testing.
Examine	Knowledge with application where learners are expected to select and apply to less familiar contexts.
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Interpret	Learners state the meaning, purpose or qualities of something through the use of images, words or other expressions.

Investigate	Learners conduct an inquiry or study into something to discover and examine facts and information.
Justify	Learners give reasons or evidence to support an opinion, or prove something right or reasonable.
Manage	Learners can engage with and influence an activity or process.
Report	Learners can adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Research	Learners proactively seek information from primary and secondary sources.
Review	Learners make a formal assessment of work produced. The assessment allows learners to: ● appraise existing information or prior events ● reconsider information with the intention of making changes, if necessary.
Stage and manage	Organisation and management skills, for example running an event or a business pitch.
Undertake/carry out / <i>produce</i>	Learners use a range of skills to perform a task, research or activity. Carry out a specific activity

Appendix 2: Acknowledgment of Sources

This handbook was developed by referencing and adapting materials from the following guides:

- Language and cultural studies guide (first teaching 2025). International Baccalaureate Organization, 2025.
- Personal and Professional skills (first teaching 2025). International Baccalaureate Organization, 2025.
- Reflective Project (first teaching 2025). International Baccalaureate Organization, 2025.
- Language and cultural studies (first teaching 2025). International Baccalaureate Organization, 2025.
- Pearson BTEC International Level 3 in Business, Enterprise and Entrepreneurship (First teaching from April 2020). Pearson Education Limited 2024, Issue 4.

The content has been synthesized, adapted, and expanded to meet the specific needs of the American School of Barcelona.