CAREER-RELATED PROGRAMME HANDBOOK



International School of London

ENHANCING ACADEMIC AND CAREER PATHWAYS

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

International Baccalaureate Career-related Programme (IBCP) at ISL in Business and Enterprise

OUR MISSION

Since 1972, we have established a welcoming and inclusive community. Our diverse cultures and languages drive all our learning experiences.

We nurture creativity and curiosity to stimulate deep thinking. We foster insight, compassion and resilience to enable us to play a meaningful part in a changing world.

OUR VISION

To make a positive impact in our shared world, we embrace our stories and recognise our worth.

The core values at the International School of London are:

THINKING WITH PURPOSE: At ISL we encourage students to approach learning and decision-making with intention, curiosity and global awareness. Students are taught to reflect deeply, ask meaningful questions that consider long-term impact–especially on people and the planet–fostering a mindset geared toward sustainability and responsible leadership in an interconnected world.

LEADING WITH CARE: At ISL we understand that true leadership is rooted in compassion. It means nurturing a community where every individual feels valued, supported and empowered to grow–creating an environment where empathy drives action and everyone can thrive.

EXPLORING WITH COURAGE: At ISL we appreciate that real growth requires courage. To truly explore our potential, our community must be willing to step into the unknown with resilience and curiosity-embracing uncertainty as a space for discovery, learning and transformation.

HONOURING OUR STORIES: At ISL, we recognise that every member of our community carries a nuanced personal history that shapes who they are. We honour these individual journeys as the foundation of identity, fostering a culture of respect, empathy and belonging, where every voice matters.

At the International School of London, we believe in:

/ Empowering students to maximise their learning opportunities and to fulfil their potential.

/ Actively integrating cultural diversity in the curriculum.

/ Creating inclusive, vibrant and innovative learning communities.

/ Offering a diverse and extensive international programme that supports personal, social and professional growth.

THE INTERNATIONAL BACCALAUREATE ORGANISATION MISSION STATEMENT

The **International Baccalaureate** aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

A PERSONALISED, SUPPORTIVE PLACE TO LEARN

The IB College is a learning community where individuals are valued, connections are nurtured and friendships are made for life. We offer a personalised approach to learning, both in the classroom and in the 3-to-1 support we offer students outside their classroom.

We are proud to be the most culturally diverse international school in London and this is reflected in the College where students will meet and chat in many different languages along with English. The international diversity of our graduates is attested by the number of IB bilingual diplomas awarded each year - on average 66% of our graduating class, which is unequalled in the UK.

The ISL IB College is a welcoming place where young people grow as they learn from each other.

WHAT'S AN IB SCHOOL?

International Baccalaureate (IB) schools are educational institutions that offer a specific curriculum designed by the International Baccalaureate Organisation (IBO). The IBO is an international non-profit organisation that provides a comprehensive education programme that aims to develop well-rounded students with critical thinking, problem-solving and communication skills. The IB curriculum consists of several programmes, including the Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (CP).

These programmes provide a rigorous and challenging curriculum that covers subjects such as mathematics, science, language, humanities and arts. Additionally, the IB curriculum has a strong focus on intercultural awareness, environmental responsibility and community service, which helps students become responsible global citizens. IB schools also have a unique approach to assessment, focusing on student learning, through various means including exams, projects, portfolios and group work. In summary, IB schools offer a comprehensive, international curriculum that emphasises critical thinking, problem-solving and intercultural awareness, and assesses student learning through multiple means.

ISL delivers the curriculum using the IB continuum of the Primary Years, Middle Years, Diploma and Career-related Programmes.

The International Baccalaureate (IB) **LEARNER PROFILE** describes a broad range of human capacities and responsibilities that go beyond academic success. Promoting respect for oneself, others, and the world. At the heart of the IB philosophy, these attributes are central to the holistic development of CP students in our school, guiding their academic learning, shaping their personal growth, and supporting them in becoming responsible, reflective individuals prepared for further education, careers and global citizenship.

INQUIRERS
Students are encouraged to be curious, ask thoughtful questions, and take ownership of their learning. They actively engage in research and inquiry, developing the independence needed for both academic and career-related success.

KNOWLEDGEABLE
Students build strong subject knowledge alongside career-related expertise. They explore real-world issues, making meaningful connections between their studies and the wider world.

THINKERS
Students apply critical and creative thinking to solve problems in both academic and practical contexts. They learn to make well-reasoned and ethical decisions that prepare them for future challenges.

COMMUNICATORS
Students express their ideas clearly and confidently, working collaboratively with others and adapting their communication to different audiences and contexts.

PRINCIPLED
Students demonstrate integrity, honesty, and a strong sense of responsibility. They act ethically in their studies, workplace experiences, and interactions within the school community.

OPEN-MINDED
Students value diversity and are open to different perspectives. They reflect on their own beliefs while respectfully considering the views, cultures, and experiences of others.

CARING
Students actively contribute to their community through service and collaboration. They show empathy, respect, and a commitment to making a positive difference locally and globally.

RISK-TAKERS
Students are supported in stepping outside their comfort zones. They take initiative, embrace new opportunities, and develop resilience when faced with challenges or uncertainty.

BALANCED
We promote a healthy balance between academic work, career-related learning, and personal wellbeing. Students are encouraged to manage their time effectively and maintain their physical and mental health.

REFLECTIVE
Students regularly evaluate their progress, recognise their strengths and areas for growth, and use feedback to improve both academically and personally.

OUR MODEL OF 3 TO 1 PERSONALISED SUPPORT

Our approach offers three advisors to each student, each offering guidance and support.



For academic progress, students meet with the IB Coordinator every semester for personal academic guidance meetings. They discuss their progress in learning, and then have a further 1 to 1 meeting with their personal tutor to set targets and identify action to take to improve their learning for the next semester. When students need specific kinds of learning support, they are able to access 1 to 1 time with the College learning support specialist.

For wellbeing, students receive guidance both as a group and individually. As a group, students participate in a Personal, Relationships, Social and Health Education (PRSHE) programme which we have developed especially for the needs of the globally mobile, internationally minded student. As individuals, students have access to 1 to 1 time with their personal tutor two or three times each half-term to discuss emotional wellbeing. We are also able to offer advice and counselling that is informed by psychotherapy methods, and the school has a registered counsellor available too.

For lifelong learning, students receive advice and guidance to make well-informed decisions about their future pathways, including higher education, apprenticeships, or employment. Following an initial orientation on global opportunities and different education and career systems, students meet individually with a guidance counsellor who supports them step by step in exploring options, researching and shortlisting pathways and preparing applications or transition plans aligned with their goals.

WHAT IS THE IB CAREER RELATED PROGRAMME

The IB Career-related Programme (CP) is an international education framework that combines the IB's vision and educational philosophy into a flexible, personalised, and rigorous academic pathway, integrating highly regarded and internationally recognised IB Diploma programme (DP) courses with career skills focused IBCP core and an approved career-related study course (CRS).

The programme equips students with the academic foundation, practical expertise, independence, resilience, and reflective mindset needed to succeed in further education, the workplace, and an evolving global society.



WHAT IS THE IB CAREER RELATED PROGRAMME

The IBCP is a qualification comparable to UK Level 3 national qualifications that combines IBDP subjects with a career-related study.

An ISL IBCP student's schedule is highly customised. They pursue a minimum of 2 (up to 4) IBDP subjects, which can be at Standard or Higher Level chosen to complement their career focus, in addition to the BTEC Level 3 Diploma in Enterprise and Entrepreneurship (Career-related Study).

IB DP Courses (2–4 subjects): The prescribed hours for DP subjects at Standard Level (SL) are 150 hours) and at Higher Level (HL) are 240 hours, typically delivered over two years.

Possible subjects may include;

- Business Management
- Geography
- Psychology
- History
- English
- other Language and Literature subjects
- Language acquisition (such as French, Spanish or Chinese)
- Mathematics
- Computer Science

These courses provide academic depth and are assessed through a combination of IB examinations and internal assessments (similar to the Diploma Programme).



CAREER-RELATED STUDY (BTEC LEVEL 3 DIPLOMA)

The Pearson BTEC Level 3 National Diploma in Enterprise and Entrepreneurship with 720 Guided Learning Hours (GLH) is structured to provide a comprehensive understanding of business principles and entrepreneurial skills. It is equivalent to two A Levels, making it a substantial qualification for students aiming for higher education or direct employment in business roles. Assessment includes a combination of Internal and External assessments.

This qualification consists of eight units of which six are mandatory and three are external.

- **Unit 1:** Enterprise and Entrepreneurs (90 GLH), internally assessed
- **Unit 2:** Developing a Marketing Campaign (90 GLH), externally assessed
- **Unit 3:** Personal and Business Finance (120 GLH), externally assessed
- **Unit 4:** Launch and Run an Enterprise (90 GLH), externally assessed
- **Unit 5:** Survival and Growth (90 GLH), internally assessed
- **Unit 6:** Business Decision Making (120 GLH), externally assessed

A choice of either:

- **Unit 7:** Social Enterprise (60 GLH), internally assessed OR
- **Unit 8:** Entrepreneurship and Intrapreneurship in Practice (60 GLH), internally assessed OR
- **Unit 9:** Innovation and Enterprises (60 GLH), internally assessed

D*D* = 112 UCAS POINTS	D*D = 104 UCAS POINTS	DD = 96 UCAS POINTS	DM = 80 UCAS POINTS	MM = 64 UCAS POINTS	MP = 48 UCAS POINTS

Grading Scale - Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

IBCP CORE

The IBCP core places students at the centre of their learning by encouraging independence, personal choice, and active engagement. The four core components are designed to work together to connect academic studies with career-related learning and personal development.

- promotes transferable personal, academic, and professional skills
- encourages reflection, collaboration, and ethical understanding
- provides opportunities for authentic and ongoing assessment
- supports international-mindedness and community engagement
- helps students connect their DP courses with their career-related study

Together, the core develops confident, reflective and adaptable learners prepared for further study, the workplace and lifelong learning. It includes Personal and Professional Skills (PPS), Community Engagement (CE), Reflective Project (RP) and Language & Culture Studies (LCS).

1 ◦ PERSONAL & PROFESSIONAL SKILLS (PPS)

A course fostering essential skills (communication, teamwork, ethics, resilience) to prepare students for global workplaces.

The units in the PPS are inquiry driven (focus / explore / act / reflect / share) and make explicit links to the CP core, the CRS (enterprise and entrepreneurship) and to DP subjects.

- **Unit 1:** Growth mindset and entrepreneurial habits
- **Unit 2:** Adaptability and reflection for change
- **Unit 3:** Collaboration and networking for impact
- **Unit4:** Being heard
- **Unit 5:** Critical inquiry and ethical decision making
- **Unit 6:** Global communication and cultural intelligence
- **Unit 7:** Opportunities & responsible growth
- **Unit 8:** Resilience in management
- **Unit 9:** Leading through change
- **Unit 10:** What next?



These units will be covered over 2 years and are aimed to address these five PPS 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.

Assessments in PPS will be based on assessment for learning, with students using the PPS course to develop and practise the selected transversal skills. At times, these skills will be demonstrated through preparation for assessments in other CP components. The PPS portfolio will provide evidence of the ongoing development and application of these skills in appropriate contexts, ensuring that the PPS requirements are met.

Formative checks through entries on the learning journal, review meetings with teacher, feedback on application of skills opportunities.

/ Interim portfolio review points

/ Summative tasks, either linked to CP contexts or other context- and summative evaluation of the final curated PPS portfolio.

/ PPS exhibition to showcase their portfolio and the inquiries which had the most impact on the students

2 • COMMUNITY ENGAGEMENT (CE)

This course enables students to contribute meaningfully to their communities through service-learning experiences that develop empathy, leadership, and collaboration. At ISL, this is primarily delivered through the Community Partnerships & Engagement Hour (CPEH), a weekly programme in which students engage with local partners through projects and placements, applying their learning in authentic real-world contexts.

CE includes 32 hours of guided and ongoing support, alongside sustained active participation in community experiences throughout the two-year programme, with emphasis placed on meaningful engagement, reflection, and the demonstration of learning outcomes rather than the completion of a fixed number of service hours.

The following learning outcomes focus on the development of skills through reciprocal community engagement, dialogue, ethical action, and reflective practice.

LO1 - Build meaningful and collaborative relationships within communities

LO2 - Develop an understanding of systems and their role within them

LO3 - demonstrate ethical thinking and responsible action

LO4 - engage in ongoing reflection and reflexive learning experiences



/ Students will maintain a CE Learning Journal on ManageBac throughout the CP programme to document their experiences and reflections.

/ There are three scheduled review points during the course to monitor progress and development.

/ At each review point, students are required to complete a reflection before and/or after the review using the IB Progress and Reflection form.

3 ◦ REFLECTIVE PROJECT (RP)

An in-depth research project that are set at 4,000 words or an equivalent format and include up to 1,000 words of written reflection. During this project students identify, analyse, critically discuss and evaluate an ethical issue arising from an area of career-related interest (e.g. a business ethical dilemma). The RP is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity.
It is externally assessed by the IB.

/ Students will use RRS to log Learning Journal entries on ManageBac.

/ RRS entries are built into key stages of the timeline as minimum requirements; however, students are encouraged to use the platform more regularly to support ongoing reflection and to keep their Reflective Project (RP) work in a single, organised space.

/ Mandatory reflection entries will also be recorded on ManageBac to evidence progress towards RP objectives and outcomes, including annotation of sources and the uploading of research materials such as notes, videos and audio recordings.



/ Reflection is continuous throughout the process, with two formal reflection points before the final viva; students will distribute the 1000-word reflection across three stages following each review point.

The Reflective Project is assessed through four assessment objectives that guide students in developing a structured and critical piece of work.

AO1 - Knowledge and Understanding

AO2 - Application and Analysis

AO3 - Synthesis and Evaluation

AO4 - Communication of Research

In addition, the project is marked against five assessment criteria:

/ Criterion A: Focus on the ethical dilemma

/ Criterion B: Knowledge and understanding through research

/ Criterion C: Critical thinking

/ Criterion D: Communication of ideas

/ Criterion E: Reflective practice

Together, the assessment objectives and criteria ensure that students demonstrate rigorous research skills, critical engagement with ethical issues and clear, reflective communication throughout their Reflective Project.



4 • LANGUAGE & CULTURAL STUDIES (LCS)

This component encourages students to deepen their understanding of their own linguistic and cultural identities while broadening their engagement with diverse languages and cultures. Through collaborative inquiry, students examine and reflect on their linguistic and cultural experiences within both local and global contexts.

Over the two-year CP programme, the LCS course consists of two key components.

/ The first is a compulsory 30-hour introductory unit led by the teacher.

/ The second involves the Areas of Exploration, in which students select themes related to Career, Community, or Personal contexts to guide their learning through a combination of independent inquiry and teacher support. This component is approximately 40 hours, bringing the total course time to 70 hours.



The LCS course is guided by four interconnected concepts - Communication, Identities, Perspectives, and Power, which underpin learning throughout both the introductory unit and the Areas of Exploration. These concepts support students in developing multilingual and intercultural understanding through reflection, inquiry, and engagement with diverse linguistic and cultural contexts. The following units reflect these guiding concepts and provide the framework through which students explore language and culture in meaningful local and global contexts.

/ Unit 1: Introductory unit: Language, Culture and the Learner (Mandatory)

/ Unit AOE1: Area of Exploration – Personal

/ Unit AOE2: Area of Exploration - Community

/ Unit AOE3: Area of Exploration – Career

/ Unit 4: Evidence, Reflection and Action (Mandatory)

Students work towards the following learning outcomes:

LO1 - Articulate how personal identity is shaped by engaging with languages and cultures and diverse perspective

LO2 - Identify 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 maintain a LCS Learning Journal on ManageBac throughout the CP programme to document their experiences and reflections.

/ There are three scheduled review points during the course to monitor progress and development.

/ At each review point, students are required to complete a reflection before and/or after the review using the IB Progress and Reflection form.

SKILLS DEVELOPMENT AND BENEFITS OF THE IBCP CORE

One of the strongest features of the IBCP is its deliberate emphasis on transversal skills and personal development through the CP core. The goal is to produce graduates who not only have academic knowledge, but also the professional skills and mindset needed for the 21st century workplace and higher education.

Through the combination of IB courses, the BTEC career related study, and the four core components, IBCP students explicitly cultivate skills such as:

/ **Self-management and responsibility:** By juggling coursework deadlines, IB exams, and community service, CP students learn reliability and self-discipline. For instance, they must consistently maintain learning journals and portfolios for PPS, LCS, and CE components, instilling habits of regular reflection and personal organisation. Completing the BTEC assignments and IB internal assessments on schedule also builds personal accountability.

/ **Resilience and adaptability:** The Community Engagement projects and the extended Reflective Project challenge students to face unfamiliar situations and setbacks, when organising a community event or conducting independent research.

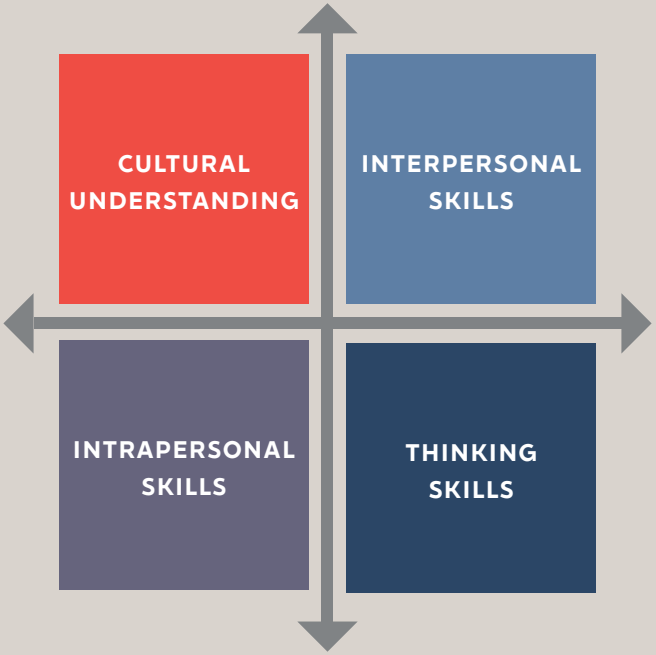
/ **Critical thinking and ethical reasoning:** IB DP subjects inherently develop critical analysis, the Reflective Project centres on an ethical dilemma in a career context, pushing students to investigate, evaluate differing perspectives, and propose reasoned conclusions. Language and Culture Studies broadens their worldview, enhancing their ability to see issues from multiple cultural perspectives, which is crucial for critical thinking in diverse environments.

/ **Creativity and Innovation:** The career-related study involves entrepreneurial projects, simulations or product designs, requiring creativity and original thinking. PPS curriculum often includes problem-solving exercises and team projects that compel students to think outside the box. The Reflective Project can be done in various formats (written essay, oral presentation, video, etc.), allowing creative expression in how students present their analysis.

/ **Collaboration and Communication:** Working in teams is integral to many CP activities through group tasks in the PPS course, collaborative community service initiatives and other opportunities. Students practice leadership and teamwork regularly. They also hone communication skills through presentations (e.g., sharing progress in PPS or presenting their Reflective Project findings) and through the multilingual aspect of LCS, which improves their ability to communicate across cultures.

All these competencies align with the IB Approaches to Learning (ATL) skills such as thinking skills, communication, social skills, self-management, and research skills which are deliberately embedded across the CP curriculum. The result is that an IBCP graduate can present a comprehensive portfolio of not only academic achievements but also evidence of applied skills and personal growth. This is a major advantage when applying to universities or jobs: CP students can showcase projects they led, reflections on real-world experiences, extra qualifications, and concrete examples of their problem-solving or leadership in action.

The PPS course explicitly develops transferable skills across four interconnected areas that underpin student growth throughout the IBCP:



STUDENT ATHLETES

CP students can also continue their professional post 16 football programme with Brentford Football Club. The timetable of student athletes considers the training days (Monday and Tuesday afternoons) and match days (Wednesday), where students would not miss any CP specific content. If student athletes take any subjects scheduled at these times, there will be catch up sessions organised at other times, which is the current practice to support the ISL-Brentford student athletes.

THE ISL IBCP ADVANTAGE

Unique positioning with academic focus and real-world links

ACADEMICALLY ROBUST + CAREER FOCUSED

/ Traditional IB Diploma Programme + University & Future Career focused approach

/ Personalised learning

/ IB subjects taught by subject experts

/ Small class sizes

/ Individualised student support

STRONG ACADEMIC PREPARATION FOR UNIVERSITY PATHWAYS

/ Community & Industry connections

/ Partnership with Brentford Football Club: opportunities in management and leadership

/ Alumni and parent networks: mentorship opportunities and internship leads

REAL-WORLD CAREER EXPERIENCE

/ Students gain practical exposure in: Enterprise, Entreprenuership and professional workplace environments that connects academic learning with practical experience.

ENTERPRISE & ENTREPRENEURSHIP PATHWAY

Students develop understanding of:

/ How businesses operate

/ Innovation and entrepreneurship

/ Project management

/ Workplace professionalism

DEVELOPING FUTURE- READY SKILLS

/ IBCP students begin developing many of the UK's and other top in - demand future workforce skills while still in school.

MOTIVATED, PURPOSEFUL LEARNING

/ Clear connections between studies and future careers

/ More relevant and engaging learning experiences

/ Increased student motivation and confidence

/ Stronger sense of purpose and direction

IBCP OUTCOMES & CERTIFICATION

/ IBCP Certificate (issued by the IB upon successful completion of all components).

/ BTEC Level 3 Diploma certificate.

In practice, universities see a profile of IB course scores (from the DP subjects), the Reflective Project, and the BTEC diploma results, which all contribute to UCAS tariff points. The CP is formally accredited as a Level 3 qualification by Ofqual. IBCP students at ISL also earn the ISL High School Diploma.

UNIVERSITY RECOGNITION IN THE UK

The Career-related Programme is widely accepted in the UK. It is fully accredited by Ofqual (the UK exams regulator) as a Level 3 qualification, equivalent to other post-16 options like A-levels or IB Diploma programme.

The UCAS tariff points assigned to IBCP components (including the DP course, the BTEC and the Reflective project) ensure fairness in admissions. Many universities consider the Reflective Project as evidence of a student's research and writing ability, which can strengthen an application.

STUDENT ATHLETES' TIMETABLE

CP student athletes with Brentford FC, may have the following schedule for CP year 1. The subjects they can take in the scenario below are:

/ CP core lessons: community engagement (CE), personal and professional skills (PPS), Language and culture studies (LCS)

/ Tutor time: pastoral and Reflective project (RP)

/ Career related study (CRS- BTEC)

/ English language and literature or English acquisition

/ Language and literature (other language)
(other times to make up the yellow block below)

/ Language acquisition (French, Spanish, Chinese)

/ Maths

/ Geography or Business

/ Computer science and global politics can be added in other slots (if students do not choose one of the subjects above)

WHAT TOOLS ARE AVAILABLE TO HELP ME LEARN?

We use a number of online tools to help you learn, and to help your parents stay in touch and engaged with your learning.

Microsoft Teams is used as a dynamic learning platform that facilitates communication, collaboration and engagement among students, teachers and support staff, by integrating a variety of educational tools and resources, and real-time chat and discussions. Your teachers can also assign tasks to you under the assignments category, share educational materials and provide feedback. Teams calendar also shows your timetable for easy access.

ManageBac (*https://islondon.managebac.com/login*) is our virtual learning environment. It is provided by Faria Education Group to many IB schools worldwide, as it is designed specifically for use with IB Programmes. ManageBac is where you can find your own class calendars, deadlines, course descriptions and teaching timeline, semester reports, Extended Essay blog, Theory of Knowledge pages and also extra-curricular activities such as clubs and societies. All students in IB DP are issued with a personal login for ManageBac on arrival. It is your responsibility to keep an eye on your Managebac area, to make sure that you are not missing important information or deadlines.

Turnitin *(https://www.turnitin.com)* is an internationally utilised plagiarism / authenticity checking system. Your teachers routinely use it to check that your coursework and other assessments are your original work. This is a requirement of the school's policy on academic integrity; submission of work that is taken from another source without permission (plagiarised) or which is not your own, independent work (collusion) can lead to disqualification from the IB Diploma. When you upload work electronically to a class dropbox in ManageBac, usually it is automatically submitted to Turnitin, so you don't need to worry about doing this.

In addition to Teams and ManageBac, you will also be given access to online learning resources such as interactive e-texts in most subjects, as well as tools for helping you to research and choose university courses.

FUTURE PATHWAYS AND HIGHER EDUCATION GUIDANCE

IB programmes are designed to provide not only a qualification, but also the mindset and skills for lifelong learning. At ISL IB College, through the 3 to 1 personalised approach, we support students in making informed choices about future pathways in education and beyond.



- Group orientation sessions about future pathways are provided during tutor time focusing on learning how to research options, put together your applications and then apply
- Multidisciplinary higher education guidance team with experience from different sectors and specialisms
- Frequent individual consultations with the higher education guidance team throughout the two years
- Guidance informed by data gathered from various assessments across the two CP years, to tailor guidance to students' strengths and aspirations
- Visits to the College by admissions personnel from leading universities worldwide
- Visits to universities, and the UCAS conference, during Grade 11
- Alternative pathways to higher education including degree apprenticeships, coached by specialists in the field
- Parent workshops on future pathways aligned to different stages in the CP student's life
- Personalised guidance approach to parents and students applying to Europe, the United States, Canada and Japan
- Personalised university application support maximising your chances of getting to the university of your choice

We are proud of our outcomes, where each year close to 100% of our students gain admission to their first choice university, whether in the UK or elsewhere.

At ISL IB College, we give you the chance to achieve your aspiration and reach your full potential.

TOP 20 UK UNIVERSITY DESTINATIONS

1 King's College London
2 City, University of London
3 Queen Mary University of London
4 Royal Holloway, University of London
5 University of Exeter
6 University College London
7 University of Westminster, London
8 Kingston University
9 Brunel University
10 University of Warwick
11 University of Surrey
12 University of Kent
13 Imperial College London
14 SOAS
15 University of Edinburgh
16 University of the Arts London
17 Lancaster
18 The University of Manchester
19 University of Bristol
20 Cardiff University

Rest of the world

JAPAN

Keio University
Kyoto University
Waseda University
Sophia University
Tokyo Science University
University Yokohama National University

EUROPE

Leiden University
Maastricht University
Wagningen University
Vrije Universiteit Amsterdam
Bocconi University
Politecnico di Milano
Sciences Po
ESSEC Paris
ESCP Paris
Ecole Politechnique Federal de Lausanne
ESADE, Spain

USA

University of Chicago
George Washington University
Parson's School of Design
Swarthmore
UCal. Santa Barbara
UCal. Santa Cruz
UCA
U.Texas San Antonio
Northeastern

CANADA

McGill University
University of Toronto
University of Waterloo

You're going to be busy, so be ready for that. However there are a number of other activities you can join that are not formally part of your IBCP - although they may contribute to CE! These are called After School Activities and lists are published each term. Examples include Model United Nations, Drama Club, music lessons and concerts, as well as our sports teams' participation in the International Schools Sports Association (ISSA) tournaments.



Make the most of the IB programme by embracing its challenges and opportunities. Enjoy the subject, stay curious, and keep asking questions. Build a strong foundation in essential skills and share your passion with others. Your journey is just beginning, and every step is a chance to discover something new and exciting. Remember, the skills and knowledge you acquire now will be invaluable in your future studies and career. Approach your studies with diligence and an open mind, and never underestimate the impact of collaboration and communication in your learning process. Embrace the global perspective offered by the IB programme, and let it inspire you to contribute positively to the community and beyond. **Aisha Al Abri, class of 2016**

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