Welcome to the International Baccalaureate Career-related Programme Coordinator’s notes

These Coordinator’s notes are for all schools offering the International Baccalaureate Career-related Programme (CP). They are published three times a year, in March, June and October. The notes serve primarily to distribute any information or news that might be of interest to CP coordinators and teachers. CP coordinators are also advised to refer to the Diploma Programme (DP) Coordinator’s notes, available on the programme resource centre.

The programme resource centre for CP is live!

Visit the new programme resource centre for all your CP resources—it replaces the online curriculum centre (OCC) as the place where IB educators can find curriculum resources and teacher support materials.

How do you get access?
You log in via My IB—the IB community’s gateway to the IB applications, resources and communities you need in your day-to-day work. Programme coordinators, heads of school, and IBEN members are automatically registered with My IB—they can use their My School and/or IBEN Central username and password to log in. All other school staff need to register themselves following these simple steps.

Step 1. Go to the My IB homepage to register as a new user if you do not yet have a My IB username and password. You will receive an email to confirm your registration.

Note: If you already have a username and password for My School or IBEN Central, you can use them to log in to My IB and do not need to register again. Please avoid re-registering and creating duplicate records.

Step 2. Log into My IB. Go to “IB roles” to register for the role(s) you fulfill at your school. One person can register for more than one role if needed.

Step 3. After registering, your IB coordinator will receive an email to confirm your details. Once confirmed, you can log in to My IB and access the programme resource centre, programme communities and other applications.

How do I find the link to My IB in the future?
You can always find the link to My IB at the top of the ibo.org homepage.

Logging in to My IB makes it easier for the IB community to access multiple IB resources and applications using one username and password. In My IB, you will find the applications that are relevant to your role. They include:

- My School, for coordinators and heads
- programme resource centre for all IB educators
• communities that replace the forums on the OCC for networking, collaborating and sharing resources
  – Programme communities
  – IBEN Engage, an online network for collaborating and sharing resources for the IB Educator Network
  – Heads Engage
• workshop resource centre (WRC) for workshop leaders
• IBEN Central enabling members of the IB Educator Network to access their assignments
• IBIS for MYP/DP/CP candidate information.

The IB is turning 50!

Join us in celebrating our 50th anniversary

The IB has certainly made an impact since it was launched in 1968. From prime ministers to astronauts, teachers to filmmakers, an IB education has developed generations of inquiring, knowledgeable and caring young people who seek to create a more peaceful world. Now, it’s time to celebrate the community’s great work.

This year, throughout our 50th anniversary, we will share our greatest achievements, champion the relevance of an IB education for future generations and educate the world on what an IB education represents.

Growing stronger

In 1968, as communities recovered from the impact of two World Wars, the IB pioneered a movement for international education. The idea was to bring young people together with the skills, values and knowledge necessary to build a more peaceful future.

Our organization is succeeding in its mission. Today, in more than 4,775 schools in 153 countries, IB students and graduates use their learning to make a real impact in the communities around them.

The world has become more complex and continues to change. However, an IB education encourages global engagement, open-mindedness and a commitment to lifelong learning. Future ethical leaders and creative entrepreneurs will continue to carry the beacon of hope and incite positive change for the next generation, creating more achievements for us to celebrate in another 50 years.

IB Director General Siva Kumari says: “As the IB’s network expands globally, we believe that our community will grow ever stronger and help create a better world. We look forward, with a sense of hope, that our community, now more than ever, has the power to change the world.”

We’re excited to share our timeline, facts, videos, IB community stories, alumni and testimonials on the dedicated 50th anniversary website—go and take a look!

Look out for:
✓ opportunities for schools, educators and students to get involved in 2018—read more here
✓ follow @IBorganization on Twitter
✓ a news and current affairs-style programme “A Better World Through Education”, telling the story of the IB community and produced in collaboration with ITN Productions. A second part will be launched later in 2018
✓ our Global Conferences will focus on shaping the future and showcase innovation, international-mindedness and the impact of the IB community.

Interested in knowing more? Get in touch

The new IB World Schools department

Did you know we have created the new IB World Schools (IBWS) department to provide higher levels of service to schools? The department aims to understand each school better, resolve issues faster and communicate clearly.

IBWS blog—our “information hub”

You might also be interested in visiting the IBWS blog, which serves as a hub of information about the new department. You can find out why we created it and what to expect, as well as Q&As, biographies of the team and videos from Adrian Kearney, Director of IB World Schools, and from members of the IB Board of Governors.

Who is your IB contact?

IB Answers will continue to be your first point of contact providing support for your day-to-day questions. In addition, your school has an assigned contact in the IBWS department who will work with you to understand your school’s specific needs and those of other schools with similar goals and challenges, locally and globally. We are committed to building our knowledge of school needs both on a regional and global level, and look forward to working with you.
For those schools approaching one or more programme evaluations in 2018, you may be contacted soon by an IBWS representative to discuss how we might improve the self-study experience.

**New collaborations bring more qualifications to CP students**

The CP continues to build relationships with high-quality career-related studies (CRS) providers. BTEC, CISI, NAF, ICAEW, SCAD and others offer attractive qualifications in the fields of finance, design, engineering, hospitality and more.

The CRS component in the CP enables students to learn relevant skills in their chosen career field through application and practice. As a result, they are better prepared to pursue higher education, employment, an internship or apprenticeship after secondary school.

The IB collaborates with major providers of career-related qualifications to support schools who wish to offer the CP.

- **Project Lead The Way** offers science, technology, engineering and mathematics (STEM) in US schools.
- **National Academies Foundation (NAF)** provides education in finance, hospitality and tourism, information technology, engineering and health sciences in the US.
- The **Chartered Institute for Securities & Investment (CISI)** is a leading professional body for securities, investment, wealth and financial planning professionals. They partner with schools and universities in the UK and around the world to promote the advancement of knowledge in the field of securities and investment, and offer qualifications for operations, compliance and risk, capital markets and corporate finance, financial planning, wealth management and more.
- **Savannah College of Art and Design (SCAD)** offers degrees in four distinct locations around the world and online via eLearning for more than 40 majors, 70 minors and certificates.
- The **Institute of Chartered Accountants in England and Wales (ICAEW)** is a global professional body for chartered accountants. ICAEW provides qualifications and professional development; shares knowledge, insight and technical expertise; and protects the quality and integrity of the accountancy and finance profession.
- **Council for Awards in Care, Health and Education (CACHE)** is the UK’s leading sector specialist for the care and education industry. Developed by experts, CACHE qualifications help millions of learners raise professional standards across the sector. CACHE offers students a structured route into childcare and education as well as health and social care through the CP.

**CP educators required**

With the rapid growth of the CP, the IB is seeking to expand the team of educators in the IB Educator Network (IBEN). Experienced coordinators/administrators in CP schools are invited to apply to become a:

- consultant, who works with, and supports, CP candidate schools
- site visitor who undertakes either verification visits (of new schools) or evaluation visits (of already authorized schools) to CP schools.

Training will be provided that will focus on developing the skills and expertise needed for these roles. Once training is successfully completed, participants will be invited to undertake some or all of the roles in subsequent years.

To apply:

- please log on to IBEN Central, which is available at ibencentral.ibo.org. If you do not have an IBEN Central account, you can create one via the “Become an IBEN member” link
- complete your full IBEN Central profile, upload your CV and any other documents relevant to the consultant or site visitor role.

Although these roles are primarily aimed at experienced coordinators and/or heads, other experienced CP staff are also welcome to apply and will be considered.

**Legalization of Career-related Programme results**

**Instructions for 2018**

**Background**

In some countries, the IB document *Career-related Programme results* needs to be legalized in Geneva, Switzerland by the relevant chancellery, embassy and/or consulate to be valid for entrance to universities.

It is the responsibility of the CP coordinator to inform candidates of this requirement. The legalization of the *IB Career-related Certificate* takes place at the IB Foundation Office in Geneva, Switzerland after each examination session.

**Note:** two different IB documents exist.

- **Career-related Programme results (CP results):** If legalization is needed, the International Baccalaureate legalizes the *Career-related Programme* results document showing the results that the candidate obtained.
- **IB Career-related Certificate:** This only shows the candidate’s name, and is legalized only in exceptional circumstances when specifically required.
In some cases, certain universities in Argentina, Mexico, Egypt and Lebanon may require the legalization of the IB Career-related Certificate itself in addition to the Career-related Programme results.

Legalization requests
If legalization is requested through IBIS by the coordinator, the IB Global Centre in Cardiff, UK will send to the IB Foundation Office in Geneva, Switzerland the relevant Career-related Programme results documents, showing the grades obtained by the candidates. The corresponding IB Career-related Certificate are sent to schools for the attention of coordinators who should retain them until they receive the legalized documents to send together later to individual candidates.

Coordinators must provide the IB Foundation Office with the names and codes of those candidates who wish to have their Career-related Programme results document legalized. This should be done by completing the Legalization request form on IBIS from the “Candidate/Results/Legalization” option and submitting it to the IB Foundation Office before 15 June (May session) or 15 December (November session). Coordinators are asked to submit the Legalization request form as early as possible to ensure timely processing of the request. After the deadline, school coordinators must contact legalization@ibo.org.

When completing the Legalization request form, the legalization request for the Career-related Programme results document is automatically registered on IBIS.

The legalization of the IB Career-related Certificate document itself, which only displays the candidate’s name, is usually not required. Should the candidate wish to have the IB Career-related Certificate document legalized as well, it must be specified on IBIS, changing the option “Legalize IB Career-related Certificate?” from “No” to “Yes”. If the legalization of the IB Career-related Certificate document is required as well, an additional legalization fee is to be applied.

Legalization requests for retake candidates are not automatically registered from one to another exam session. Legalization requests for retake candidates must be submitted again for the examination session in which the candidate takes the retake examination.

When the IB coordinator enters a candidate’s name on IBIS, it must be spelled in the same way as the name on the candidate’s passport. If this is not the case, the consulates will refuse to legalize the IB Career-related Certificate documentation.

The following countries demand copies of passports: Bolivia, Burkina Faso, Iran, Palestine, Taiwan and Saudi Arabia.

Copies of passports should be submitted with the Legalization request form on IBIS via email to legalization@ibo.org and/or sent immediately to: International Baccalaureate Foundation Office, Legalization Service, 15 Route des Morillons, 1218 Grand-Saconnex, Geneva, Switzerland, by courier. The direct telephone number of the IB legalization service in Geneva is +41223092545. On receipt of the Legalization request form, an acknowledgment will be sent to the school via email.

Legalized Career-related Programme results by courier
After legalization, legalized Career-related Programme results documents will be mailed to the appropriate schools by special courier service. Therefore, the Legalization request form should be completed with the school telephone number and mailing address (not a PO box number) for delivery. It will then be the responsibility of the coordinators to distribute the documents to their students. Please note that the IB will bear the costs of the courier service to schools provided that the deadline stated above is met. If it is not, the documents will be sent to schools by registered airmail, unless coordinators advise otherwise, in which case, any extra costs will be charged to the relevant school.

In the interest of the candidates requesting legalization, and given the strict deadlines to enroll in universities, the legalization service makes every effort to expedite the legalization process, in a short timeframe. However, this is largely dependent on the external stakeholders involved.

Payment of legalization fees 2018
1. The standard fee for the legalization of each single IB Career-related Certificate document will be as shown in the table below.
2. The legalization fee will be charged for each single IB Career-related Certificate document requiring legalization: the IB Career-related Certificate and the Career-related Programme results (for example, if a UK student requires legalization of both the IB Career-related Certificate and the Career-related Programme results, a fee of £196.00 (98.00 x 2) will be charged).

Coordinators should collect the standard fee from candidates requiring the legalization service in advance and retain it. The IB will send invoices for legalization fees to the schools concerned as soon as possible after the legalization process is completed. Payment should be made only on receipt of this invoice.

Notes:
1. Legalization requests for one, two or more “apostille” countries, shown with an asterisk on the list of “Countries concerned” below, will be invoiced only once, as one Apostille Stamp covers all the mentioned countries.
2. Legalization requests for the “consulate countries” will be invoiced as many times as legalization requests for a single different country are made.
3. For all the legalization requests registered after the deadline of 15 June/15 December, the “after the deadline” fee will be applied.
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**Countries concerned**

The following is a list of countries for which legalization has been required in past years. Requirements may be imposed by other countries in the future.

- **Argentina***
- **Armenia***
- **Bolivia***
- **Bosnia and Herzegovina***
- **Brazil***
- **Bulgaria***
- **Burkina Faso***
- **Chile***
- **Colombia***
- **Costa Rica***
- **Croatia***
- **Cyprus***
- **Czech Republic***
- **Egypt***
- **El Salvador***
- **Estonia***
- **Georgia***
- **Greece***
- **Guatemala***
- **Indonesia***
- **Iran***
- **Israel***
- **Italy***
- **Jamaica***
- **Jordan***
- **Kazakhstan***
- **Latvia***
- **Lebanon***
- **Lithuania***
- **Macedonia***
- **Malta***
- **Mexico***
- **Montenegro***
- **Nigeria***
- **Palestine***
- **Panama***
- **Paraguay***
- **Peru***
- **Philippines***
- **Poland***
- **Portugal***
- **Romania***
- **Russia***
- **Saudi Arabia***
- **Singapore***
- **Slovakia***
- **Slovenia***
- **South Korea***
- **Sudan***
- **Syria***
- **Taiwan***
- **Thailand***
- **The Netherlands***
- **Turkey***
- **United Arab Emirates***
- **Ukraine***
- **Uruguay***
- **Venezuela***

*The Apostille Stamp (as per The Apostille Convention, The Hague, 5 October 1961), replaces legalization by the consulate and one Apostille Stamp covers each of the countries indicated with an asterisk in the list.*

**Special cases**

**Argentina:** It is recommended that students contact the Argentinian Secretariat of Education of the Ministry of Education to verify the recognition of the *IB Career-Related Programme* in Argentina. The relevant email address is consultascyl@me.gov.arg.

**Burkina Faso:** A photocopy of the candidate’s passport is required.

**Egypt:** Some universities in Egypt may require legalization of both the *IB Career-related Certificate* and the *Career-related Programme results* documents. It is the responsibility of the candidate to check with the university.

**Iran:** A copy of the candidate’s passport is needed. All national candidates requiring legalization for Iran will need to fill in a form (in Persian) on the Iranian Embassy public webpage (http://iranembassy.ch). When filling in the form, the candidate will automatically obtain a code to be sent to the consulate of Iran:

- consular@iranembassy.ch
- secretariat@iranembassy.ch
- with a copy to: legalization@ibo.org.

As soon as the candidate has filled in the form, the candidate must send the code obtained to the Legalization Service of the International Baccalaureate Foundation Office in Geneva: legalization@ibo.org, to be able to be able to obtain the legalization for Iran.

**Mexico:** Some universities in Mexico may require legalization of both the *IB Career-related Certificate* and the *Career-related Programme results* documents. It is the responsibility of the candidate to check with the university.

**Palestine:** A photocopy of the candidate’s passport is required.
Saudi Arabia: A photocopy of the candidate’s passport is required.

Singapore: Not all the universities in Singapore require legalization of the Career-related Programme results. Students must check with the university.

South Korea: Not all the universities in South Korea require legalization of the Career-related Programme results. Students must check with the university.

Taiwan: A copy of the candidate’s passport is required. Candidates obtaining the IB Career-related Certificate in an International Baccalaureate World School in Switzerland must provide copies of the Swiss Legitimation Card as well.

The Netherlands: Not all the universities in the Netherlands require legalization of the Career-related Programme results. Students must check with the university.

Individual legalization requests throughout the year
At any time of the year, legalization requests from previous examination sessions can be requested from the IB Foundation Office in Geneva, at the email address legalization@ibo.org. These requests can be made by the IB coordinators of the schools and/or by individual candidates.

The IB Foundation Office in Geneva advises schools and/or individuals on the procedure to follow and on the fees to be paid for the legalization process. The “after the deadline” legalization fee is to be applied. The fees are published in this issue of the CP Coordinator’s notes.

If the request comes directly from an IB World School, the IB Foundation Office in Geneva legalizes the IB Career-related Certificate and sends it back to the school. The school is invoiced afterwards.

If the request comes from the candidates themselves, the IB Foundation Office informs them of the procedure to follow and that legalization fees need to be paid by bank transfer to the IB bank account. The IB Career-related Certificate is only legalized and sent back to the student after the IB Foundation Office has received proof of payment.

The legalized documents are mailed by courier service to the schools or candidates if they agree to pay for this service. Otherwise, the documents are returned by registered airmail.

IB World Student Conferences
Registration is now open for the 2018 IB World Student Conferences. The three exciting locations, themes and dates are:

The George Washington University, Washington D.C., USA
8–14 July 2018
“Student Activism and Social Justice in a Global Context”

Erasmus University Rotterdam, Rotterdam, the Netherlands
22–28 July 2018
“Vital Cities, Vital Citizens”

The University of Hong Kong, Hong Kong
31 July–6 August 2018
“Education for All: Moving Towards a Gender-Fair World”

Scholarships are available, including the Chris Mannix Scholarship, dedicated to a CP student. Visit the website at ibo.org/wsc for registration details, and applications for scholarships, GAT leaders, chaperones, and student leaders.

CP 2017 statistics
As of December 2017, there are a total of 176 authorized CP schools in the following countries: Australia, Canada, China, Egypt, Finland, Germany, Hong Kong, Indonesia, Jordan, Kenya, Mexico, Netherlands, Norway, Peru, Portugal, Singapore, Spain, Switzerland, Thailand, United Arab Emirates, United Kingdom, United States of America and Venezuela.

Combined CP and DP evaluation visits
The IB carries out school visits to ensure that the educational principles, standards and practices on which the IB programmes are founded are maintained and further developed.

In the case of the combined DP and CP evaluation, the IB requires that a visit be carried out as part of the evaluation process. The aim of the evaluation visit is to verify the school’s assessment of its implementation of the DP and CP, as described in the school’s self-study submitted to the IB. The visit may be either in person or remotely, with the relevant IB Global Centre alone making the determination regarding the type of visit.

Schools should plan for the visits to last approximately three days but this will depend on the size of the school.

The IB visiting team will:
- typically consist of a minimum of two experienced IB educators, one from the DP and the other from the CP. The IB may decide on a greater number of visitors according to the size of the school. The visiting team is selected by the relevant IB Global Centre
- meet with different members of the school community (members of the governing body, leadership team, DP and CP coordinator(s), DP teachers, CP core teachers, career-related study teachers, students and parents)
- visit the school facilities and observe classes. The IB will not evaluate or assess the career-related study (CRS) at the school. However, visitors should be provided with access to CRS classrooms to observe the facilities, visit CRS classes and talk to CRS teachers.
**CP resources**

**New CP video**

On the CP programme resource centre, there is a new video about the CP. Designed for teachers who are new to the programme, the video provides an overall explanation of the CP educational framework.

**CP core resources**

New teacher support materials (TSMs) for personal and professional skills and language development are now available on the CP page on the programme resource centre.

**CP professional development**

CP professional development workshops are available, both face to face and online. For more information, please go to ibo.org/professional-development/find-events-and-workshops/.

**New careers tool in IBIS**

CP schools can report which specific career-related study students have selected through IBIS. The new “CP Careers” feature will:

- enable schools to promote the CP to prospective students and parents by analysing retention and attrition data (analysis provided upon request by the IB)
- provide the IB with valuable data on popular career-related studies leading to improved university and employer recognition efforts.

This tool is not compulsory, however, the IB hopes schools will use it for the above reasons.

**CP Learning stories**

Learning stories reflect the good practice of educators and school learning communities. Contributing your experience on a CP topic will help to provide others with inspired ways of developing and applying the IB programme standards and practices. We would like learning stories about implementation of the CP’s four core components and the career-related study. These learning stories will be published on the CP page on the programme resource centre. Contact cpdevelopment@ibo.org with details of your learning story.

**IB Blog community stories**

Each month, we publish a series of short stories that bring to life the wonderful initiatives undertaken by IB students and educators from around the globe. Follow these stories on Twitter, @IBWorldmag, #IBcommunitystories. Share your great Career-related Programme (CP) stories and experiences by emailing editor@ibo.org

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Example blogs:

- An ambitious mission to collect millions of bottle caps
- Going green on the Black Sea shore
- Who said sugar-free desserts weren’t sweet?

**CP materials in the IB digital communications toolkit**

The digital toolkit provides IB World Schools with a wide range of communications materials, including brochures, posters, presentations and videos. These can be used to present the CP to students, parents, teachers and school boards, as well as universities and government bodies. All existing materials have been updated to reflect the change of name to “Career-related Programme”. Additionally, an updated four-page programme brochure is available, as well as a new CP PowerPoint presentation. These resources can be downloaded from the website: ibo.org/en/digital-toolkit/.

**CP on Twitter**

The CP is on Twitter. Members of the CP community who are on Twitter can follow us at @ib_c_p. The advantage of Twitter is that automatic news and updates about the CP can be sent directly to your email and your mobile phone/cellphone. Twitter is also useful for connecting to CP teachers from around the world to share experiences, questions, ideas and resources. If you do not have a Twitter account, you can still read CP updates at twitter.com/@ib_c_p.

**The IB Alumni Network**

The IB Alumni Network is a resource for IB graduates around the world. By connecting with the IB, former students have the opportunity to participate in research, support development efforts and speak at our events. These graduates are also supporting educators and parents in understanding the impact of an IB education from a student’s perspective.

Help us continue to build this network by inviting your CP graduates to join the IB Alumni Network. The network links graduates from IB World Schools in 153 countries to support their future studies and careers. To date, 60,000 alumni have joined and the number is still growing. To see how graduates are supporting IB programmes, visit ibo.org/testimonials and direct your graduates to connect with us at ibo.org/alumni.

If you need support, don’t hesitate to contact us at alumni.relations@ibo.org.
Curriculum review

Language development curriculum review
The curriculum review for the next version of the CP core component language development, scheduled for first teaching in 2023, is in its initial stages. As part of the IB’s ongoing commitment to collaboration and consultation, the IB is looking for language development teachers to become involved in the curriculum review process. Meetings are already underway; coordinators/teachers interested in taking part in further meetings are invited to submit their CVs along with a short expression of interest. CVs and expressions of interest should be submitted by email to cpdevelopment@ibo.org.

Personal and professional skills curriculum review
The curriculum review for the next version of the CP core component personal and professional skills, scheduled for first teaching in 2023, is in its initial stages. As part of the IB’s ongoing commitment to collaboration and consultation, the IB is looking for personal and professional skills teachers to become involved in the curriculum review process. Meetings are already underway; coordinators/teachers interested in taking part in further meetings are invited to submit their CVs along with a short expression of interest. CVs and expressions of interest should be submitted by email to cpdevelopment@ibo.org.

Service learning curriculum review
The curriculum review for the next version of the CP core component service learning, scheduled for first teaching in 2023, is in its initial stages. As part of the IB’s ongoing commitment to collaboration and consultation, the IB is looking for service learning coordinators to become involved in the curriculum review process. Meetings are already underway; coordinators/teachers interested in taking part in further meetings are invited to submit their CVs along with a short expression of interest. CVs and expressions of interest should be submitted by email to cpdevelopment@ibo.org.

Reflective project curriculum review
The curriculum review for the next version of the CP core component reflective project, scheduled for first teaching in 2023, is in its initial stages. As part of the IB’s ongoing commitment to collaboration and consultation, the IB is looking for reflective project coordinators/teachers to become involved in the curriculum review process. Meetings are already underway; coordinators/teachers interested in taking part in further meetings are invited to submit their CVs along with a short expression of interest. CVs and expressions of interest should be submitted by email to cpdevelopment@ibo.org.

Grade boundaries for the new reflective project—first assessment May 2018
Predicted grades for all subjects should be based on the qualitative grade descriptors for the subject in question. These descriptors will be used by senior examiners to set the boundaries for the reflective project in May 2018; schools are advised to use them in the same way.

Boundaries are subject to change, while the descriptors are the constant throughout those changes from session to session. Predicted grades should always be based on the grade descriptors. The Reflective project grade descriptors (For use from September 2017/January 2018) can be found on the reflective project page on the programme resource centre.

The exercise to establish the grade boundaries can only take place once the first cohort has submitted their assessments. The boundaries will be set by the senior examiners in May 2018, prior to the issue of results.

E-upload of reflective projects for May 2018 onwards
Reflective projects will continue to be submitted via the eCoursework interface. Each reflective project must be submitted with an accompanying Reflections on planning and progress form (RPPF). Please note that from May 2018, Form 10/RPCS is no longer required. The written element, optional format element and RPPF are uploaded separately. Teachers are required to check the submissions of candidates as each project will be assessed on what has been submitted via the system.

More information on eCoursework submissions can be found in the IBIS library > Assessment information > eCoursework.

May 2018 assessment onwards
Please be aware that the wording of criterion A for the reflective project has been revised for first assessment May 2018, and teachers should work with the revised criterion when assessing student work.

Reflective project grade descriptors (For use from September 2017/January 2018) can be found on the reflective project page on the programme resource centre.

The Reflections on planning and progress form (RPPF) has been amended in the Reflective project guide to allow for anonymised marking and electronic completion. The writeable PDF version of the form will be available for first use by schools for the 2018 exam sessions. Please note that
criterion E is applied solely to the form. Non-submission of the form will result in a mark of 0 for criterion E.

**Award of the CP for students graduating 2018**

The certificate of the Career-related Programme of the International Baccalaureate will be awarded subject to satisfactory completion of the following requirements by a candidate:

1. The candidate has completed the specified career-related study.
2. The candidate has been awarded a grade 3 or more in at least two of the Diploma Programme courses registered for the Career-related Programme.
3. The candidate has been awarded a grade of at least D for the reflective project.
4. All personal and professional skills, service learning and language development requirements have been met.
5. The candidate has not received a penalty for academic misconduct.

All candidates will receive programme results detailing their level of achievement in the Diploma Programme courses and the reflective project along with the status of completion of the Career-related Programme core.

**DP courses online**

CP students may now do more than one online DP course.

There is no rule for the maximum number of online DP courses per student, but careful consideration of the nature of the student and the experience of the school with online courses should be factors in the decision. Another important factor to consider is the impact on planned concurrency of learning where the challenge of collaborative planning across the CP increases with the number of courses a student takes with external online teachers. Please note that all CP schools are required to offer at least two face-to-face DP courses.

Online DP courses are available for both the May and November examination sessions. Please read article 8 in *Rules for IB World Schools: Career-related Programme* for further details regarding online courses.

For more information and an updated course listing, visit pamojaeducation.com or contact admissions@pamojaeducation.com.

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**CP research**

**Study of higher education pathways of CP graduates**

The results are in! A recent IB Global Research study examined the higher education pathways of all CP graduates in the US from 2013 to 2015. The results confirmed what we already suspected: the CP is a great path towards university, and those who enroll are on track to succeed.

Four out of five (81%) CP graduates enrolled in higher education, and of those, over three-quarters (79%) chose a four-year institution. Over half of those four-year universities (55%) were ranked “Very Competitive”, “Highly Competitive” or “Most Competitive” by Barron’s Selectivity Index, including New York University, the University of Virginia, Georgia Tech and Carnegie Mellon.

CP graduates favoured high-earning, career-oriented fields like engineering, business and health sciences. Finally, nine out of ten CP graduates who enrolled in university came back for a second year (89%), which is 17 percentage points higher than the 2014 US national average. To learn more, read the research snapshot and follow IB Research on social media.

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**CP spotlight**

In each edition of the CP Coordinator’s notes, CP schools are invited to submit an explanation of how the CP programme is being implemented at their school. If you would like to share information regarding the CP, please send it to cpdevelopment@ibo.org at least 12 weeks before scheduled publication of the coordinator’s notes. (Publication is the first Tuesday in March, June and October.)

**CP at Gar-Field Senior High School, Virginia, USA**

Gar-Field High School is a public school serving approximately 2,500 9–12 grade students in Woodbridge, Virginia. Located approximately 25 miles south of Washington DC, Gar-Field is a highly diverse majority-minority school with 42 different home languages spoken and approximately 63% of our population identified as economically disadvantaged. At Gar-Field High School we believe that the IB programmes provide students of different linguistic, cultural, and educational backgrounds with the intellectual, social and critical perspectives necessary for success in our changing global society.
Gar-Field has been an IB World School since our DP authorization in 2000. In 2002, we added the MYP in partnership with George M. Hampton Middle School and later Stuart M. Beville Middle School. When we learned about the CP, we were excited about expanding our IB programmes to increase access and better meet our diverse student population’s needs. Therefore, in 2015, we sought and gained authorization for the CP. We now have 22 senior CP candidates who will graduate as our second CP cohort and 60 candidates in our junior class.

One unique element of the CP at Gar-Field is the wide variety of career options available to students. The CP at Gar-Field allows students from all of our available career pathways to participate. Students’ options range from Engineering in Project Lead the Way, to Teachers for Tomorrow, to students involved in our school’s Marine Corps Junior Reserve Officer’s Training Corps, to students taking courses in Business and Marketing. The school offers 39 different career and technical education courses that can be used to create a unique two-year pathway to help students reach their individual career goals and all of these pathways are accepted in the CP.

Our personal and professional skills course allows students from all the career pathways to come together to build critical skills that transcend all career fields. PPS is a full, weighted course that is part of students’ schedules during their senior year, while during their junior year it is taught through a combination of after-school, lunchtime, and online seminars. Along with teaching college- and career-readiness skills, the PPS course also guides and supports students through the other core components of the CP including service learning, the reflective project and language development.

Service learning at Gar-Field is primarily student initiated and student led with the exception of the CP capstone service learning project. The CP seniors are required to come together as a cohort in order to participate in a collaborative service learning project of their own choosing to serve an identified local community need. This year our seniors plan to host a faculty versus student sporting event for which the cost of admission will be canned goods for our neighbourhood food shelter. This group project allows students to apply the skills they gained from their various career pathways in order to come together and achieve a common goal.

The CP is showing signs of growth as more students realize the benefits of the programme. Students are excited to delve into and discover a career area of interest while also challenging themselves academically. Students appreciate that the programme emphasizes meaningful, real-world applications of knowledge that are relevant to their personal career goals. Our parents and community are likewise intrigued by this programme as it proves that “college-ready” and “career-ready” are not mutually exclusive concepts and that students can leave high school as both.

Michelle Schneider, CP coordinator, Gar-Field Senior High School

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**CP at Catholic Memorial High School, Waukesha, WI, USA**

Catholic Memorial High School, which students affectionately call CMH, opened in 1949 as a living memorial to the 23 soldiers from St. Joseph’s Parish who died in the Second World War. Sixty-eight years later, CMH serves 650 students in grades 9–12. We have been a DP school since 2005, and we are in our third year as a CP school. CMH is proud to be the first Catholic school in our state to earn DP authorization, and the first DP school to be authorized in Waukesha County.

Four years ago, CMH decided to investigate offering the CP at our school as our Engineering and Technology teachers believed that connecting with our enormously popular IB programme would help increase enrollment in our fledgling Project Lead the Way programme (PLTW). The IB/PLTW connection worked. Enrollment in PLTW has increased 390%, and now more than 25% of our students enroll in at least one PLTW course.

Our Innovation and Entrepreneurship Department Chairperson and PLTW instructor, Mary Petrie, attributes the growth in PLTW to enthusiastic responses from our students to problem-based lessons and gradual release to students of the responsibility for learning. As she states, “Students often describe PLTW classes as fun. While I would like to attribute this to my entertaining teaching style, the reality is that the activities are fun. Who wouldn’t want to build a marble sorter or re-engineer a household product? My students would do Instant Challenges every day if I let them!”

We had ten candidates for the CP in our second year of implementation, and all ten were successful. We have ten more candidates this year, and we work toward continued success.

We designed our CP with collaboration, innovation and inclusiveness as our core values. During the authorization phase, we included at least one teacher from each department. The three best and most innovative ideas from this collaboration were awarded highest priority in the design of the CMH CP.

1. Language learning and international-mindedness must be prominent, so we require all of our CP students to complete an IB course in language acquisition.
2. All students, on entry into the 11th grade, will have the opportunity to join the CP cohort. We do not place any admission restrictions on students for the CP—if a student demonstrates a willingness to take on the challenge, then we will be facilitators for their success, not gatekeepers who only allow access to the CP to a chosen few.
3. The DP and CP will be valued, promoted, and celebrated equally at our school, so we have equal support resources in place for all our students.

The success of the CP at our school has been exciting and rewarding. Last year, we had all 348 students in our 11th and 12th grades taking at least two IB courses. In addition, more
than 150 students enrolled in at least one PLTW course. When I talk to coordinators, many worry about the competition that might occur over DP and CP turf. We have found that when you put the two programmes on the same playing field, treating all students with respect, then the DP and CP complement each other and flourish together symbiotically.

John Burke, IB English literature teacher, DP and CP coordinator
IB on the web

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IB Answers
For all queries about programme implementation/authorization.
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IB in Practice—We send this newsletter five times each year to IB coordinators, members of the IB Educator Network (IBEN) and examiners. The content focuses on IB teaching practice and provides current details on IB curriculum, assessment and programme news. We send this newsletter using contact information from three sources.

1. Profiles built in the IB’s “My School” system*
2. The latest list of examiners from our Assessment Division
3. The latest list of IBEN members from our regional IBEN teams

IB educators whose contact details are not stored in the three points above can subscribe by emailing communications@ibo.org.

*Each “My School” profile is built and maintained by the individual profile holder.

Heads Up—We send this newsletter three times each year exclusively to IB heads of school, using their contact information from the “My School” system.

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sales@ibo.org
Visitors to the IB store are redirected to a new store—the Follett IB Store. The IB community will find all IB publications, programme and curriculum support materials, exam papers, digital resources, posters and merchandise at the new online store.

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IB Education
The most recent IB Education publication on the programme resource centre is:
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