

IB CAREER-RELATED PROGRAMME (IBCP)



مدرسة ديرة الدولية

DEIRA INTERNATIONAL SCHOOL

FESTIVAL CITY

 Al-Futtaim Education Foundation

2023/2024





CONTENTS

- 4 The IBCP Overview
- 5 Reflective Project
- 6-7 Language Development
- 8 Service Learning
- 9 Personal Professional Skills
- 10 BTEC Overview
- 11 Our Future BTEC
- 12 IBTEC Sport
- 13-15 IBCP Work Placement
- 16-17 IBCP Alumni
- 18 IBCP Equivalency
- 19 IB Career-Related Scholarship

OVERVIEW

The IBCP framework allows students to specialize in, and focus on, a career-related pathway. The programme's three-part framework comprises the study of a minimum of two Diploma Programme courses alongside career-related studies and the distinctive IBCP core which is designed to create a bridge that connects each student's chosen Diploma Programme courses and career-related studies.

Diploma programme courses

Students complete at least two Diploma Programme courses, either at standard or higher level, in any of the following subject groups:

- ➔ Studies in language and literature
- ➔ Language acquisition
- ➔ Individuals and societies
- ➔ Sciences
- ➔ Mathematics
- ➔ The arts
- ➔ The courses chosen should be relevant to the students' career-related studies.



For IBCP students, both the Diploma Programme courses, and career related study provide the theoretical underpinning and academic rigor of the programme; and the IBCP core helps them to develop skills and competencies required for lifelong learning.

THE CORE OF THE IBCP

- ➔ Reflective Project (RP),
- ➔ Language Development (LD),
- ➔ Service Learning and
- ➔ Personal and Professional Skills (PPS).



Reflective Project

The reflective project is one of the four compulsory components of the IB Career-related Programme (CP) core. The reflective project is an in-depth body of work produced over an extended period of time and submitted year 2 of the Career-related Programme. It is the product of the students' own initiative and should reflect their personal experience of the CP. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches. The reflective project is assessed using grades A to E, with A representing the highest level of achievement. A minimum of 50 hours is expected to be devoted to the reflective project. In addition to a written essay (see Options), students keep a record of their reflections on the process of

undertaking and completing the reflective project using the Reflections on planning and progress form (RPPF). This record forms part of the final reflective project assessment.

- ➔ The Reflective Project is a structured piece of work that can take a variety of forms including an academic paper, a video documentary, a short film or a website to name but a few options.
- ➔ A student will be able to identify, analyse, explore, critically discuss and evaluate the ethical dilemma of an issue arising from their career-related study and linked to some contemporary event or situation.

FORMAT	MAXIMUM LENGTH
Essay	3000 words.
Short Film	7 minutes in length accompanied by a 1500-2000 word written report
Interview	7 minutes in length accompanied by a 1500-2000 word written report.
Spoken Presentation	7 minutes in length accompanied by a 1500-2000 word written report.
Play	7 minutes in length which supports elements of the reflective project accompanied by a 1500-2000 word written report.
Display	Up to 15 single images accompanied by a 1500-2000 word written report
The written report should aim to cover the assessment criteria not addressed by the format used. It should also contain references to sources used.	

CURRIC

LANGUAGE DEVELOPMENT

Language Development provides the students with the necessary skills and intercultural understanding to enable them to communicate using the chosen language in a variety of contexts. A language portfolio is required to demonstrate students' engagement with the language.



CULUM

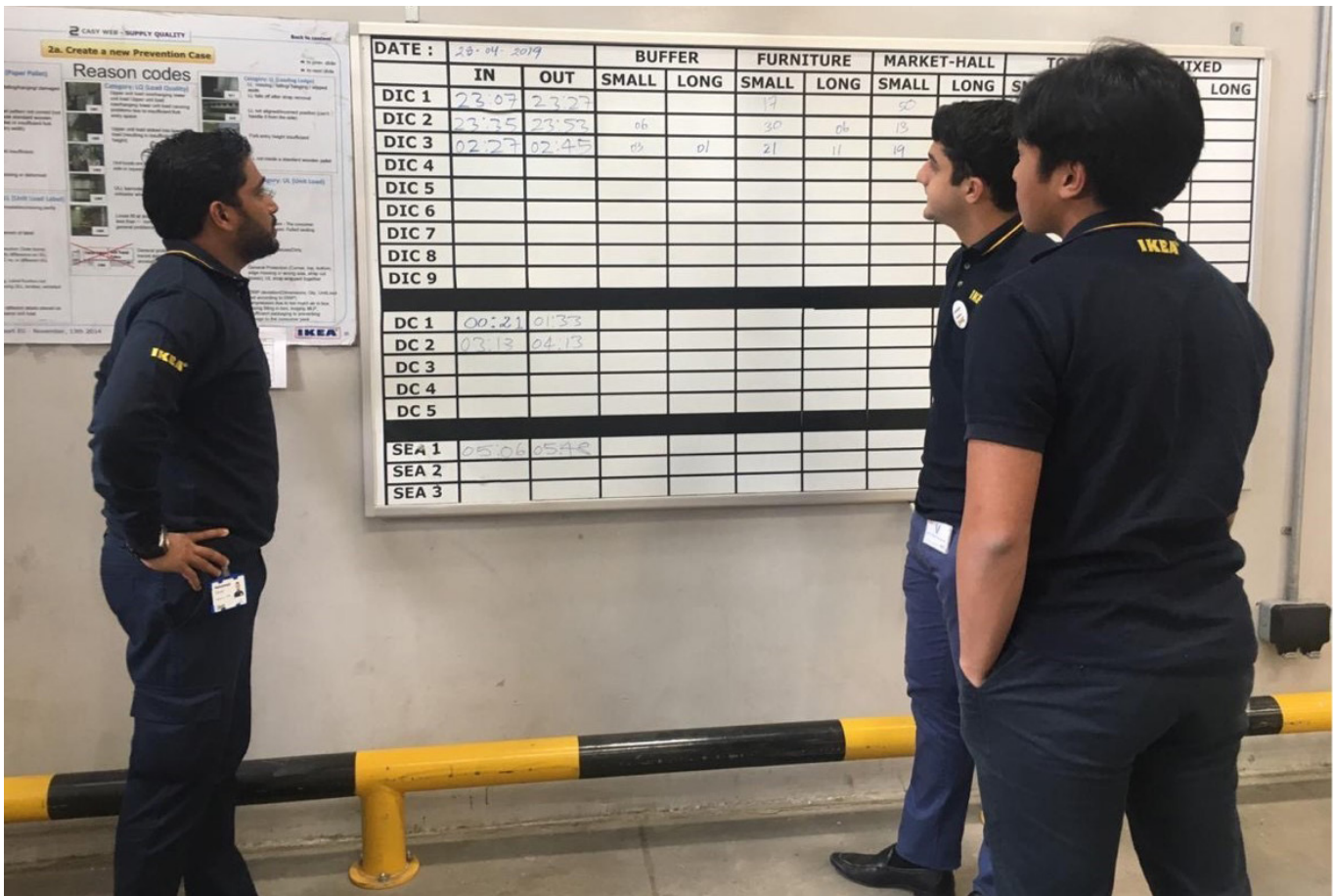
TOPICS						
The Individual	Daily routine	Personal details	Appearance	Health	Value and attitude	Choice
Work	Jobs	Technology	Government	Personal Finance	Economy	Law
Friendship	Peers	Friends	Family	Relationships	Activities	Social Context
Travel	Transport	Directions	Currency	Cultures	Leisure	Food and Drink

The written report should aim to cover the assessment criteria not addressed by the format used. It should also contain references to sources used.

Language development is one of the four compulsory components of the IB Career-related Programme (CP) core. Language development ensures that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education. Language development encourages students to improve their proficiency in a language other than their best language. Language Development provides the students with the necessary skills and intercultural understanding to enable them to communicate using the chosen language in a variety of contexts. A language portfolio is required to demonstrate students' engagement with the language. The IB acknowledges the crucial role of language in an IB education and, as such, is committed to providing language development for all CP students.

The aims of language development are to:

- Enable students to understand and use the language they have studied in context
 - Encourage an awareness and appreciation of the different perspectives of people from other cultures
 - Provide students with a basis for further study, work and leisure through the use of an additional language
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.
 - These aims are applicable to all students, regardless of the level of linguistic proficiency they have when they begin the CP. Language development is designed to accommodate all students and ensure they are exposed to language other than their best language that will assist and further their understanding of the wider world.



SERVICE LEARNING

Through Service Learning, students will develop working relationships with the community.

They will explore the Principles of Service Learning:

- ➔ Knowledge development
- ➔ Social development
- ➔ Civic development
- ➔ Personal development

Service learning is a component of the Career-related Programme core. Service learning provides opportunities for students to understand their capacity to make a meaningful contribution to their community and society. Through service learning, students develop and apply academic knowledge, personal skills and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions. The purpose is for students to contribute to society by improving the lives of people or assisting the environment or animals.

The aims of service learning are for students to:

- ➔ Develop and apply knowledge and skills towards meeting an authentic community need
- ➔ Develop as leaders who take initiative, solve problems and work collaboratively with others
- ➔ Enjoy the experiences of both learning and service
- ➔ Develop a sense of caring about, and a responsibility for, others
- ➔ Gain a deeper understanding of themselves, their community and society through meaningful reflection
- ➔ Enhance and strengthen their experience with the existing school curriculum.

PERSONAL PROFESSIONAL SKILLS

Personal Professional Skills is a professional ethical thinking course which explores the ethical context of the career-related study and its implications in the real-world.

The course aims to develop transferable skills with an emphasis on the nature of thinking critically and ethically and being able to communicate effectively. The Key Skills covered range from personal development, intercultural understanding, thinking and communication.

The course also explores global contexts through the following broad themes:

- ➔ Technologies
- ➔ Environments
- ➔ Workplaces
- ➔ Communities

The personal and professional skills course (PPS) is a compulsory component of the Career-related Programme (CP) core. Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations. Personal Professional Skills is a professional ethical thinking course which explores the ethical context of the career-related study and its implications in the real-world. The course aims to develop transferable skills with an emphasis on the nature of thinking critically and ethically and being able to communicate effectively. The Key Skills covered range from personal development, intercultural understanding, thinking and communication.

The course also explores global contexts through the following broad themes:

- ➔ Technologies
- ➔ Environments
- ➔ Workplaces
- ➔ Communities



Other qualities the course develops include:

- ➔ Responsibility
- ➔ Perseverance
- ➔ Resilience
- ➔ Self-esteem
- ➔ Academic honesty

The overall aims of personal and professional skills are for the students to:

- ➔ Develop as reflective and lifelong learners who can adapt to diverse situations
- ➔ Recognize personal strengths and identify ways to overcome challenges
- ➔ Be aware of and respond effectively to ethical dilemmas
- ➔ Value diversity of cultures and perspectives
- ➔ Demonstrate the ten attributes of the IB learner profile.

BTEC OVERVIEW

With a track record built over 40 years of learner success, our BTEC International Level 3 qualifications are recognised internationally by governments, industry and higher education.

BTEC International Level 3 qualifications allow learners to progress directly to university to an undergraduate degree program. Over 100,000 BTEC learners apply to university every year. Their Level 3 BTECs, either on their own or in combination with the IBCP, are accepted by UK and international universities, and higher-education institutes for entry to relevant degree programmes.

iBTEC Business

In today's world of international business, success is driven by people with the skills to balance satisfying their customers with providing great products and services.

The Diploma is for learners who are interested in developing business-sector knowledge and skills alongside other fields of study.

iBTEC Business Units

- ➔ Exploring Business
- ➔ Research and Plan a Marketing Campaign
- ➔ Business Finance
- ➔ Managing an Event
- ➔ Business Decision Making
- ➔ Work Experience in Business
- ➔ Digital Marketing
- ➔ Career Planning
- ➔ Pitching for a New Business

iBTEC Travel and Tourism

The travel and tourism industry is one of the world's largest economic sectors, generating over 10% of the world's GDP and supporting over 300 million jobs.

The Diploma is for learners who are interested in developing travel and tourism industry knowledge and skills alongside other fields of study.

iBTEC Travel and Tourism Units

- ➔ The Travel and Tourism Industry
- ➔ Worldwide Travel and Tourism Destination
- ➔ Marketing Travel and Tourism to Domestic and International Customers
- ➔ Customer Service in Travel and Tourism
- ➔ Travel and Tourism Enterprises
- ➔ Sustainable Tourism
- ➔ Work Experience in Travel and Tourism
- ➔ Recruitment and Selection in Travel and Tourism
- ➔ My Country as a Tourist Destination

Our Future BTECs

Building on the success of BTECs at Deira International School, further BTEC options will be introduced in 2022 to broaden students' options in the fields of Hospitality, Sport and Esports

iBTEC Hospitality

In today's world international hospitality is a key industry sector which creates millions of jobs around the world. There are many other reasons why you should choose to study hospitality, it prepares you for a wide variety of careers in different sectors of hospitality, enables you to transform the industry with innovative ideas, and offers you exciting global opportunities.

The Diploma is for learners who are interested in developing hospitality-sector knowledge and skills alongside other fields of study.

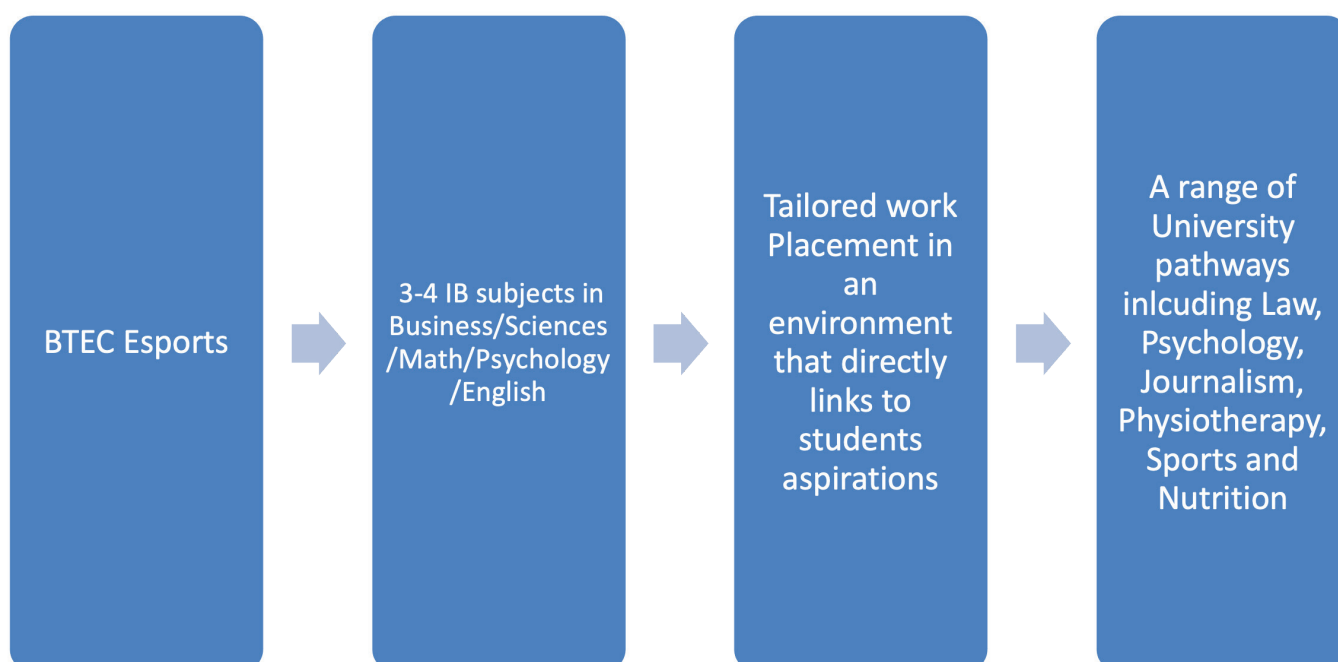
iBTEC Hospitality Units

- ➔ The Hospitality Industry
- ➔ Environment and Sustainability in the Hospitality Industry
- ➔ Customer Service in Hospitality
- ➔ Leadership and Supervision
- ➔ Accommodation Operations
- ➔ Events in Hospitality
- ➔ Technology and Digital Media in Hospitality
- ➔ Luxury Hospitality

BTEC Esports

Esports is defined as an electronic sport in the form of competitive multiplayer video games, particularly between professional players, individuals or teams. The new BTEC qualifications in esports are skills-focused and are a major step forward in supporting the creation of long-term careers in the growing esports industry both in the UK and internationally. The esports industry generated revenues of \$1.1 billion in 2020 and has a year-on-year growth of 16%, with the total esports audience set to rise 11.7% to 495 million individuals. E-sports enables learners to develop a wide range of transferrable skills that can be applied to other careers and sectors including digital and STEAM based careers.

Example IBCP Esports Pathway



IBTEC Sport

A BTEC in Sport allows students to gather a rich and diverse appreciation of a whole range of theoretical and practical knowledge. Students can get a real-life feel of the multi-disciplinary nature of the subject area as they constantly apply their learning to both themselves, elite performers, coaches and practical situations. The range of vocational assessments – both practical and written – mean that students can showcase their learning and achievements to the best effect when they take their next step, whether that is supporting applications to higher education courses or potential employers.



The Diploma is for learners who are interested in developing E-Sports knowledge and skills alongside other fields of study.

IBTEC E-Sports Units

- ➔ Health, Wellbeing and Sport
- ➔ Careers in the Sport and Active Leisure Industry
- ➔ Business in Sport
- ➔ Applied Sports Anatomy and Physiology
- ➔ Sport Development
- ➔ Practical Sport Performance
- ➔ Sport Psychology
- ➔ Sport Injuries Management

Applications to UK Universities

Students applying to the UK will submit applications through UCAS and will use a tariff point calculator to convert their BTECs and IB subjects into tariff points. Some universities use UCAS Tariff points in their entry requirements. This is a points total achieved by converting qualifications (such as A levels, BTEC, IB subjects) into points, making it simpler for universities and colleges to compare applicants. The BTEC offered at DIS is equivalent to 112 UCAS points (equivalent to 2 A levels). Each individual IB subject is equivalent to up to 56 tariff points. For more information, please visit <https://www.ucas.com/undergraduate/what-and-where-study/entry-requirements/ucas-tariff-points>.

IBCP Work Placement

IBCP students have the fantastic opportunity to develop their professional skills and gain valuable experience in an environment that directly links to their career aspirations. Students have the unique opportunity to work with the Al-Futtaim Group in which a tailored work placement programme is offered to students that compliments their IBCP career related studies. Students will develop professional skills and essentials such as CV writing, job applications, interviews and communication, however what makes this programme distinct is the hands on project work that has a direct link to their aspirations. Work placement is extremely valuable and beneficial to students as it allows them to explore their desired pathway to gain insights about the type of organization and sectors they aspire to work in. It also allows students to stand out to prospective employers or universities.



Al-Futtaim





Students will also develop key soft skills that are essential for their future studies and employment, these include and are not limited to self management, team work, communication, leadership skills and problem solving.

Previous students have been fortunate to gain experience with Toyota, Volvo, the Intercontinental Hotel, Crowne Plaza and Ikea and in industries such as Law, Creative Media, sales, marketing and hospitality.



VOLVO

Jeep

IKEA

INTERCONTINENTAL
DUBAI FESTIVAL CITY

CROWNE PLAZA
AN IHG HOTEL
DUBAI FESTIVAL CITY



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IBCP Alumni

Since 2015, 48 students have undertaken the IBCP programme at DIS. We are proud of the success of our IBCP students who have enjoyed further education at University in the UK, USA, Canada, the Netherlands and Australia.

Did you find an IB education prepared you for university? Why?

Yes, I definitely think that IB had prepared me for my university. Before IB, I found it difficult to study and prepare for exams, as I never really learned how to “study”. After IB, I was more aware of how to prepare, how to study best and what study methods work best for me.

Have you had a particular moment or success you are proud of during your time at DIS? tell us about it!

A particular success I am proud of was being awarded the CAS and CP Award at our graduation ceremony with three of my closest friends. We were very honoured to get this award as throughout the two years of IB, we contributed

a lot towards the certificate programme and CAS and it was great to see that this was being recognised by our IB Coordinators.

What are some of your best memories of your time at DIS?

My best memory of my time at DIS was definitely my diverse group of Friends. Looking back now, I think I was super privileged to have so many different nationalities and personalities within my friend group and being able to learn from each other through having different cultural backgrounds and experiences. I am still in close contact with my friends from DIS, even though we do not speak every day we make sure we meet up when we are back home in Dubai.



VIVIEN VELJOVIC

Graduating Year: 2017
Number of years enrolled at DIS: 9
years
University and Degree: Breda
University of Applied Sciences,
Leisure and Events Management
Current employer and location: Dubai
Creek Yacht & Golf Club, Internship



ALIFF MUNSHI

Graduating Year: 2020
Number of years enrolled at DIS: 15
University and Degree: Jamari
Aviation Academy Ground School
Current employer and location: Airline
Transport Pilot License (ongoing)

How did you reach where you are today?

All the cliché things graduated students say. But, having a good education and being in a diverse school such as DIS shaped the person I am today.

What are your future aspirations?

I have aspirations of working in a major airline in the next 4-5 years (airlines such as Emirates, Qantas, Singapore) after working regionally here in Malaysia. I also really want to open a restaurant in the future, something a lot of Emirates pilots actually do in Dubai.

Did the Reflective Project and Service Learning prepare you for university? Are there skills you developed that you still use today?

The skills I developed during IB are still used frequently today. Skills such as team work, and essay writing.

As an IB student, how did you shape your studies to your interests? What courses were most valuable?

Having taken Math's specifically really helps with certain aspects of flight school in subjects such as performance and principles of flight.

Did you find an IB education prepared you for university? Why?

Having an IB education, to me prepares you for university and more. Being needed to manage my time efficiently and being under the pressure of deadlines really shaped how I carry myself today.

IBCP Equivalency:

The IBCP will gain equivalency under the new the ministerial decree 883

The following requirements must be met to equalize high school certificates from Private Schools that apply the International Baccalaureate (IB) educational system:

The school should be accredited by the International Baccalaureate (IB) Organization. Successful completion of Grade 12 or its equivalent. Subjects studied should be chosen from subjects approved by International Baccalaureate Organization. High school certificates from Private Schools that apply the International Baccalaureate (IB) educational system are equalized based one of the following tracks in sections 3, 4, 5, and 6 of this Artic.

THIRD TRACK: The following requirements must be met to equalize IB Career-related Programme (CP) to the Ministry's secondary school certificate (without defining any track):

- ➔ a. To apply the general requirements listed for in section 1 of this Article.
- ➔ b. The student must pass five (5) GCSE or IGCSE courses with grades: (A *, A, B, C, D) or (3 to 9). These 5 courses must include: i. Mathematics ii. One of the science subjects (Physics, Chemistry, Biology) or Combined Science Subject iii. One of the following two English subjects: either English Language or English literature.
- ➔ c. The student must successfully pass three (3) IB subjects that satisfy the following conditions:
 - ➔ i. The Grade of each subject should not be below than 3.
 - ➔ ii. These subjects can be taught at SL or HL. iii. Islamic Education does not count as one of the 3 subjects required for the equivalency.
 - ➔ d. The student must successfully pass "BTEC Level 3 Diploma (120 credits)" certificate with grades: PP or higher. BTEC Diploma subjects should be selected a list that is compliant with the relevant rules and regulations of the Ministry.

FOURTH TRACK: The following requirements must be met to equalize IB Career-related Program (CP) to the Ministry's secondary school vocational certificate in specific specialization:

- ➔ a. To apply the general requirements listed for in section 1 of this Article.
- ➔ b. The student must successfully pass two (2) IB subjects that satisfy the following conditions:
 - ➔ i. The Grade of each subject should not be below than 3.
 - ➔ ii. These subjects can be taught at SL or HL. iii. Islamic Education is not counted as one of the 2 subjects required for the equivalency.
- ➔ c. The student must successfully pass Pearson "BTEC Level 3 90-credit Diploma" certificate with grades: PP or higher. BTEC Diploma subject should be chosen from the list defined by the relevant rules and regulations of the Ministry.
- ➔ d. The equalization will be issued in the same specialization studied in the BTEC Diploma, and would allow the students to pursue his post-secondary education in same field only and following the relevant Ministry regulations.





IB Career-Related Scholarship

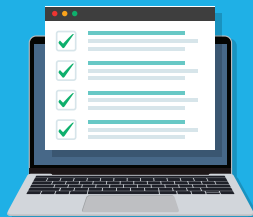
We are delighted to invite students enrolling in the IB Career-Related Programme (IBCP) and entering Year 12 to apply for the IBCP Scholarship. The IB Programme at Deira International School has led to outstanding results for our IBCP graduates and admissions into universities in the UAE, US, UK and Canada.

This scholarship provides an excellent opportunity for students seeking an alternative pathway to the Diploma Programme. The IB Career-Related Programme offers a balanced mixture between academic rigour and weekly internships with the Al-Futtaim Group across the

various business divisions.

The flexibility of the Career-Related Programme allows students to choose a tailored program with up to four IB subjects at higher level or standard level. For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme. The career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning. Finally, the CP core helps them to develop skills and competencies required for lifelong learning.

The IBCP Scholarships run for two years and cover up to 50% of the tuition fees. The scholarships are distributed according to academic performance and quality of student application.



How to apply:

Send a letter of application with your CV to Mrs Helen Wallis, Head of IB at Deira International School, to: hwallis@disdubai.ae

- The letter of application should include an outline of:
- Why you are interested in an Al Futtaim Internship
- Why you will be a successful IBCP student
- What contribution you have made to the DIS or your current school community
- What is your motivation to take the IBCP pathway.



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