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IB Career-related Programme Handbook



Welcome to the International Baccalaureate Career-related Programme (IBCP)!

On behalf of the staff of Raffles World Academy (RWA), I would like to take this opportunity to welcome you to the next stage of your secondary education career, the IBCP. To begin this programme, you will have successfully completed the MYP or equivalent programme and will now be ready to move on to your pre-university course.

In this booklet you will find material to introduce you to both, the requirements of the IBCP as well as the BTEC International Level 3 Diploma(720 GLH)/Extended(1080 GLH) in Business course offered by RWA, for Grades 11 and 12. For more information, please visit the IBO website at <http://www.ibo.org> & [Pearson International BTEC Level 3 in Business | Pearson qualifications](#) .

We wish you all the best as you prepare to enter these exciting programmes!

Steven Giles
Head of Secondary School
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The International Baccalaureate (IB) Learner Profile is the IB mission statement translated into a set of learning outcomes. The aim of all IB programmes is “to develop internationally -minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world” (IB, 2006). Through the Diploma Programme, Raffles World Academy aims to develop the attitudes (learning outcomes) as described in the IB learner Profile. IB learners strive to be:

Attribute	Description
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned and ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspective of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open- minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and the world around us.
Risk -takers	We approach uncertainty with fore-thought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives— intellectual, physical and emotional— to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning an. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Career-related programme students will access a broad, flexible education which will give them knowledge, practical training, intellectual engagement, and international-mindedness, while developing higher-order cognitive skills and academic behaviours that will enhance their employability and dramatically alter their world view. ‘

Dr Siva Kumari, IB Director General 2014

Originating from an IB project that began in 2004 in Finland, the IB Career-related Certificate (IBCC) was extensively piloted around the world before being introduced into IB schools in 2012.

International Baccalaureate Diploma Programme, the IBCP is an academic options open to students entering their final two years of high school. There are three main components to the IBCP: a minimum of two IB courses, a career related study—BTEC and the IBCP Core. These three components prepare our students for our ever changing world. Since 2004, IBCP students have been gaining entry to universities in the UK, EU, US and Middle East and the list of institutions accepting IBCP students, is growing every year.

Raffles World Academy is now an IB World School offering the full continuum of Programmes. We offer the IB Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), and the Career-related Programme (CP). IB World Schools share a common philosophy - a commitment to high-quality, challenging and international education - that we believe is important for our students.

The Career-related Programme is the most recent addition to the IB. Its key aim is to provide a choice of different pathways for students aged 16 to 19. Modern life places complex demands on graduates entering further/higher education or employment. An integral part of the Career-related Programme is enabling students to become self-confident, skilled and career-ready learners.

To prepare students to succeed in a rapidly changing world, schools must not only equip them with the necessary skills and the learning dispositions, but also the ability to manage and influence change.

The Career-related Programme helps students to:

- develop a range of broad work-related competencies and deepen their understanding in specific areas of knowledge through their Diploma Programme courses
- develop flexible strategies for knowledge acquisition and enhancement in varied contexts • prepare for effective participation in the changing world of work
- foster attitudes and habits of mind that allow them to become lifelong learners willing to consider new perspectives
- become involved in learning that develops their capacity and will to make a positive difference.

A key feature of the CP is that it provides flexibility to allow for local differences. Schools can provide a highly respected IB education by creating their own distinctive version of the CP geared toward the needs and backgrounds of students while meeting local, regional or national education requirements, as well as addressing industry and government priorities.

Source: Overview of the Career-related Programme (2016)

The IBCP offers students a plethora of advantages through its personalised interdisciplinary approach to learning. The course is tailored towards students interests and strengths which develops self-confidence and fosters enjoyment in learning. Students focus on their chosen career-related study—BTEC Business which keeps students engaged in the programme. Many employers, recognise the value of skills, flexibility and adaptability, all of which are stressed in the IBCP programme. Thus, the IBCP offers not only preparation for university, but also for life after university.



10 Career-related Programme

Reasons

why the IB Career-related Programme (CP) is the ideal study for students looking to pursue a range of pathways

- 1** It encourages you to think about others
The career learning course allows you to make a positive difference to the world around you.
- 2** Explore, understand and engage in real world issues
Build deeper perspectives and gain meaningful professional experience.
- 3** It integrates academic and practical learning
The CP combines academic study with career learning, providing you with the skills and knowledge you need for the workplace.
- 4** It allows you to do what you really want to do
You can combine your academic interests with your career interests.
- 5** It gives you more career options
With a CP you can develop the skills, experience and knowledge to pursue a wide range of careers. CP holders are given additional options.
- 6** Learn about different cultures
Language development, awareness and understanding of other cultures, and the role of your studies leading to the global world.
- 7** Build friendships and connections
Collaborating projects allow you to build meaningful relationships and gain professional experience.
- 8** Explore and apply your creativity in innovative ways
Personal and professional skills, career guidance, creative thinking strategies.
- 9** Develop essential life skills
This learning is all about developing your personal and professional skills and preparing you for the world of the 21st.
- 10** Become an independent learner
Develop the confidence and skills to take responsibility for your own learning and to manage your own learning.

www.ib.org
www.ib.org/career-related-programme
www.ib.org/career-related-programme/programme-overview





The IBCP Curriculum Model for Grades 11 – 12

The diagram below represents the IB Career-related Programme curriculum model.



RWA offers students the following 2 options

The International Baccalaureate Career-related Programme (IBCP) - two IB subject & BTEC Extended Diploma

In the IB Career-related Programme, students must:

- select a **two subjects** from each of groups 1 & 2.
- select subjects at Higher Level (HL) or Standard Level (SL).
- maintain a grade 3 or above in each subject.
- achieve a minimum pass grade in the career-related study—**BTEC International Level 3 Extended Diploma in Business (120 credits)**.
- submit a Research Project of 3000 words focused on an ethical dilemma of an issue directly linked to the student's career-related study.
- meet SL, PPS and LD requirements.

OR

The International Baccalaureate Career-related Programme (IBCP) - three IB subjects & BTEC Diploma

In the IB Career-related Programme, students must

- select a **three subjects** from each of groups 1, 2 and 3.
- select subjects at Higher Level (HL) or Standard Level (SL).
- maintain a grade 3 or above in each subject.
- achieve a minimum pass grade in the career-related study—**BTEC International Level Diploma in Business(90 credits)**.
- submit a Research Project of 3000 words focused on an ethical dilemma of an issue directly linked to the student's career-related study.
- meet SL, PPS and LD requirements.

Choosing IBCP Options

All students in Grade 10 will select their CP subject options early in Semester 2. Each student should discuss the options with their parents or guardians and meet with the CP Coordinator if they have any questions. Students should ask for advice if they are uncertain about any aspect of the programme or about requirements for university entrance.

- To qualify for the full IB CP students must take **at least 2** subjects spread across the various groups of the hexagon, all of which can be studied at Higher or Standard Level. The core components of PPS, SL, LD and the Reflective Project are compulsory for IBCP students.

To access the IB Career-related Programme (IBCP), Grade 10 students are required to attain a minimum total MYP score of 20 points.

- Qualifying entry requirements for the IBCP as well as individual subject entry requirements are available in the document *May 2020-21 Grade 11 pathway and subject entry requirements*.

IB Courses offered at Raffles World Academy, Dubai

Group 1	Language	English A: Language and Literature English B School Supported Self-taught Language	HL SL HL SL
Group 2	Language B	Arabic French Spanish	HL SL HL SL HL SL HL SL
	Language <i>Ab Initio</i>	Arabic French Spanish	SL SL SL
Group 3	Individuals and Societies	Business and Management Geography Global Politics History Psychology	HL SL HL SL HL SL HL SL HL SL



English A: Language and Literature, HL and SL

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

PARTS OF THE COURSE	SL	HL
Readers, writers and texts	Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and literary works are chosen from a variety of literary forms	Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and literary works are chosen from a variety of literary forms
Time and space	Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives.	Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives
Intertextuality: connecting texts	Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons.	Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons.
Internal assessment	SL	HL
Individual oral (15 minutes) (40 marks)	Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:	Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:
External assessment	SL	HL
Paper 1 Textual analysis	Guided textual analysis (1 hour 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	Guided textual analysis (2 hours 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)
Paper 2 Essay	Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)	Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)
HL essay	N/A	Students submit an essay on one non-literary body of work, or a literary work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.

Language B: HL and SL

These are second language courses for students **with some previous experience** of learning the language who have attained a fair level of fluency. The focus is on language acquisition and development and the discovery of the culture of countries where the language is spoken; the study of literary and other texts plays an important part. The skills of listening, speaking, reading and writing are developed and assessed.

Students of Arab nationality are required to sit the UAE Ministry of Education Arabic exam in order to meet equivalency requirements.

Internal assessment	SL	HL
Individual oral	A conversation with the teacher , based on a visual stimulus, followed by discussion based on an additional theme . Duration : 12-15 minutes	A conversation with the teacher , based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus Duration : 12-15 minutes
External assessment	SL	HL
Paper 1 Productive skills	One writing task of 250-400 words from a choice of 3, each from a different theme, choosing a text type from those listed in the examination instructions. (1 hour 15 minutes)	One writing task of 450-600 words from a choice of 3, each from a different theme, choosing a text type from those listed in the examination instructions. (1 hour 30 minutes)
Paper 2 Receptive skills	Listening comprehension Reading comprehension Comprehension exercises on 3 audio passages and 3 written texts, drawn from all 5 themes.	Listening comprehension Reading comprehension Comprehension exercises on 3 audio passages and 3 written texts, drawn from all 5 themes.



Please note that the IB does not permit Group 2 languages to be taken as self-taught.

Language ab Initio: SL only

Language ab initio courses provide an opportunity for students to study the language at a beginner's level. Students should have **no prior experience of the target language or very limited previous exposure**. The *ab initio* course focuses on spoken interaction, using a whole range of resources and texts as a stimulus for discussion.

Listening, speaking, reading, and writing skills are developed. There are plenty of opportunities not just to learn the language but also about cultures within these courses.

Vocabulary and grammar are structured around the following topics:

1. Identities
2. Experiences
3. Human ingenuity
4. Social organization
5. Sharing the planet

Students will be assessed according to the IB guidelines for internal and external assessments.

The internal assessment will count towards 25% and the external assessment will count towards 75% of the final course grade. The rubrics will be made familiar to the students through their regular use throughout the course.

At the end of the Language ab initio course candidates will be expected to demonstrate the ability to:

- communicate information and some basic ideas clearly and effectively, in a limited range of situations
- understand and use accurately the essential spoken and written forms of the language
- understand and use a limited range of vocabulary in common usage
- use a register that is generally appropriate to the situation
- show an awareness of some elements of the culture(s) related to the language studied

Assessment outline SL

External assessment (2 hours 45 minutes): 75%

Paper 1 (1 hour)

Productive skills—writing (30 marks): 25%

Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.

Paper 2 (1 hour 45 minutes)

Receptive skills—separate sections for listening and reading (65 marks) 50%

Listening comprehension (45 minutes) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment: 25%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral assessment (7–10 minutes): a conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)

Business and Management: HL and SL

At both Higher and Standard levels, the aim of the course is to enhance the student's ability to make informed business decisions while taking into account the international context – culturally, socially and in areas relating to business. Equally important is the necessity to factor social responsibility and its consequences into business activity at every level. This course looks at individuals in organizations as well as various tools and models used by organizations to achieve their objectives. In particular, students are made aware of the differences in the application of these in local, regional and global contexts.

Both HL and SL students will follow a core curriculum that includes a study of the following topics:

1. Business organization and the environment
2. Human resource management
3. Accounts and finance
4. Marketing
5. Operations management

The course also involves a significant coursework component. Students are expected to carry out a research project or a written assignment, depending on their level of study, which is an in-depth study of a business problem facing a company of their choice. They are required to generate a working document that may be used by the selected business as a solution to this problem.

Psychology: HL and SL

IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology.

IB Psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB Psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and sociocultural levels of analysis reveal the immense diversity of influences that produce human behaviour and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.

Geography: HL and SL

The IB Geography course aims to achieve the following:

1. Develop an understanding of the interrelationships between people, places, spaces and the environment
2. Develop a concern for human welfare and the quality of the environment and an understanding of the need for planning and sustainable management
3. Appreciate the relevance of geography in analyzing contemporary issues and challenges and develop a global perspective of diversity and change.

Apart from core themes including Populations, Global Climate and Global resource consumption, the core extension topics include Power, Places and networks, Human development and diversity, Global risk and resilience. Students also have optional topics including fresh water, oceans and coastal margins; extreme environments (deserts and glacial); hazards and disasters; leisure, sport and tourism; geography of food and health; urban environments.

The practical component of the course involves a project which requires fieldwork to gain data which is then presented, analysed and interpreted using geographical techniques and skills.

History: HL and SL

History is more than merely the study of the past. It is the process of recording, describing and interpreting the past through the investigation of a variety of sources. The study of history gives people an understanding of themselves and others in relation to the world, both past and present.

In order to understand the past, students engage with both, exposure to primary historical sources and the work of historians. Historical study involves selection and interpretation of data and its critical evaluation. It requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

The aims of the IB History course are to:

1. Encourage an understanding of the present through critical reflection on the past
2. Encourage an understanding of the impact of historical developments at national, regional and international levels.
3. Develop an awareness of one's own historical identity through the study of historical experiences of different cultures.

The skills of analysis and evaluation, central to the study of history are much valued by universities and potential employers. Indeed it is an essential subject for anyone wishing to pursue a career in journalism and media studies, economics, archaeology, anthropology, international relations and law, among others. Interestingly banks are the largest single employer of history graduates.

Global Politics: HL and SL

The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

The Diploma Programme Global Politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

SL and HL students study the four core units and undertake an engagement activity through a case studies approach, HL students also examine and evaluate two global political challenges, which by their nature are complex, contestable and interlinked; this provides further depth at HL.

The Career-related Study - BTEC International Level 3 Extended Diploma/Diploma in Business

Pearson BTEC International Level 3 Extended Diploma/Diploma in Business is a two-year business qualification course, that requires certain guided learning hours(GLH).

The Pearson BTEC International Level 3 Diploma in Business is a qualification for students wanting to continue their education through applied learning, who aim to progress to higher education and ultimately to employment, probably in the business sector. The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is also appropriate for and consistent with current practice.

BTEC Programme	Mandatory Units	Optional Units	Total number of units	GLH
BTEC International Level 3 Extended Diploma in Business	6	9	12 units	1080
BTEC International Level 3 Diploma in Business	4	5	9 units	720

Units have been designed to support progression to the range of sector-related courses in Higher Education and to link with relevant occupational areas. They cover content areas such as human resources, accounting, management, retail and marketing.

In addition, the qualification includes work experience unit which enables all students to benefit from practical experience of the sector.

The assessment approach of the BTEC qualifications in Business allows learners to receive feedback on their progress throughout the course as they provide evidence towards the assessment and grading criteria and is continually assessed rather than assessed in final examinations Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, role play and oral presentation. Delivery strategies will reflect the nature of work within the business sector by encouraging learners to research and carry out assessment in the workplace or in simulated working conditions wherever possible.





Grade 11 Pearson BTEC International Level 3 Extended/ Diploma in Business 2020 - 2022

Unit	Title	Unit Size	Diploma	720 GLH	Extended Diploma	1080 GLH
1	Exploring Business	90	M	90	M	90
2	Research and Plan a Marketing Campaign	90	M-Set Assignment	90	M-Set Assignment	90
3	Business Finance	90	M	90	M	90
4	Managing an Event	90	M	90	M	90
6	Principles of Management	60			M - Set Assignment	60
7	Business Decision	120	M	120	M - Set As-	120
8	Human Resources	60			O	60
14	Investigating Customer Service	60	O	60	O	60
16	Visual Merchandising	60	O	60	O	60
17	Digital Marketing	60	O	60	O	60
18	Creative Promotion	60			O	60
20	Ethics	60	O	60	O	60
23	Work Experience in Business	60			O	60
24	Branding	60			O	60
28	Sales Techniques and Processes	60			O	60
				720		1080

***Both programmes have reduced GLH of 120 but content must be taught**

Qualifying requirements for the Pearson BTEC International Level 3 Diploma in Business (720 GLH)

- Learners must complete at least nine units, of which five are mandatory and at least two are assessed using a Pearson Set Assignment.
- Learner must complete all units, achieve a Pass or above in all mandatory units unless otherwise specified.
- Learners must complete and have an outcome (Distinction, Merit, Pass or Unclassified) for all units within a valid combination.
- Learners must achieve the required units at Pass or above. The available grade range for the Pearson BTEC International Level 3 Diploma in Business is PP to D*D*.

The IBCP Core

The IBCP core is designed to enhance students personal qualities and profession development. The programme core places the Diploma Programme courses and the career-related study into context and draws all aspects of the framework together. The IBCP core specifically promotes attributes of an IB education such as reflection, open-mindedness, communication, and thinking through a range of activities

IBCP core requirements aims to broaden students educational experience and challenges sstudents to apply their knowledge and understanding, research and communication skills.

The core programme consists 4 components:

1. Personal and Professional skills (PPS)
2. Service Learning (SL)
3. Language Development
4. Reflective Project (RP)



Personal and Professional Skills (PPS)

The Personal and Professional skills course introduces students to transferable life skills – to help students make sense of the world around them. The course emphasises critical and ethical thinking, intercultural understanding and the ability to communicate effectively.

Language Development (LD)

Language Development ensures that all CP students have access and are exposed to a second language that will increase their understanding of the wider world. Students are required to begin or extend the study of an additional language that suits their needs, background and context and show evidence of language development through a portfolio of evidence.

The Reflective Project (RP)

Through a Reflective Project students to identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies. The project can be submitted in different formats including an essay, web page or short film. This work encourages the student to engage in personal inquiry, action and reflection, and to develop strong research and communication skills.

Service Learning (SL)

Service Learning in the CP core uses service as a vehicle for new learning with academic value. The service learning model in the CP emphasises knowledge development, civic development, social development and personal development.

For further information on each of these core elements of the programme, please refer to the student guides for each.



Students studying the IBCP have UAE MOE equivalency according to the following:

Ministerial Decision No. (833) for 2019 (*applicable until Nov 2022 session*)

IB Career-related Programme (IBCP)

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.
- 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 regulation.

Students studying the BTEC International Level 3 Extended Diploma/Diploma only DO NOT have UAE MOE equivalency.

For BTEC students

MoE equivalency requirements are NOT in alignment with BTEC qualification requirements, i.e., a student who attains the BTEC International Level 3 Extended Diploma/Diploma in Business will NOT receive MoE equivalency.

This impacts students who wish to undertake university study in the UAE or work within the UAE government agencies at a late date.

In short, currently the Pearson BTEC International Level 3 Extended Diploma/Diploma in Business is not currently recognised for UAE equivalency.

Coursework

Starting in the first year of the IBCP course, students will begin to hand in coursework assignments in all their subjects. The need to organize this coursework is crucial. Should students fall behind, they will find it almost impossible to meet all the demands made upon their time. It is important that students:

1. Manage their time effectively
2. Keep up to date with all assignments
3. Always respect coursework deadlines
4. Ask the DP Coordinator or their subject teachers for help or guidance should they find that they are unable to manage the workload.

Parents have an important role in helping their children to manage their coursework. Students whose parents are supportive and sympathetic will find the course easier to manage.

All coursework must be submitted by the deadlines published by the CP Coordinator. To help students manage their time, coursework deadlines have been scheduled in Grades 11 and Grade 12. The deadlines allow students to work through each subject in turn. Naturally, a missed deadline in one subject is very likely to have a knock-on effect on a submission deadline in another. It is, therefore, crucial that students follow the coursework schedule for each year in the CP.

In all subjects, failure to submit coursework will result in a failing grade for that subject.

Academic Honesty

All internal assessment or coursework, i.e. work which is submitted to IB as a part of a student's final assessment, must be the student's own, unaided work. If a student allows a tutor, friend, sibling or other family member to help with coursework, then this student's work will be disqualified. The IB is very clear that coursework must be the unaided efforts of the student. Similarly, students who copy the work of others and then try to submit it as their own, are being dishonest and guilty of malpractice.

Students entered for IB examinations found guilty of malpractice will be reported to the IB and their coursework will be disqualified. Furthermore, students excluded from IB examinations for reasons of malpractice may, in severe cases, be excluded from all future IB examinations.

Parents who wish to help their children can do so by providing them with the research materials that they need and with the time and space to complete their work undisturbed. The temptation to become involved and to offer advice is understandable, but it is best to allow teachers to provide the guidance that the students need and that can be legitimately offered.

All coursework must be appropriately referenced using the **Harvard Referencing System**. The DP Coordinator will introduce Academic Honesty in the CP to all students in their first year of the programme.

The *RWA Academic Honesty Policy* is shared with all students and parents at the start of the programme. It is also posted on the RWA website (www.rwadubai.com).