

RYAN

GLOBAL SCHOOL

Index

- Introduction
- Vision | Mission | Belief
- What is IB Education?
- IB Learner Profiles
- IB Career-Related Programme
- Unique Features of the IBCP Programme
- Highlights of The Programme
- The CP Educational Framework

CORE

- Personal And Professional Skills
- Service Learning
- Reflective Project
- Language Development

OPTION FOR CAREER-RELATED STUDY

- Artificial Intelligence
  DP Subjects
  Physics, Chemistry , Mathematics
- Event Management
  DP Subjects
  Business Management | Economics
- Business Administration
  DP Subjects
  Business Management | Economics

- Experiential Learning at Ryan Global School
- Outstanding Features of Career-Related Programme
- Certificate
- Pathways after IBCP
- Frequently asked Questions (FAQ)
- How does the IBCP give students an Edge over others?

RYAN
GLOBAL SCHOOL

ABOUT

Ryan Global School is a modern, technologically-enhanced, co-educational day school providing an international curriculum. Our school enables all individuals to realise their academic and personal potential in a dynamic and challenging learning environment which values enquiry, perseverance and reflection. We are a community which acts with integrity and treats one another with respect, learning together as responsible global citizens. Students thrive in a learning environment that provides support, challenge and encourages success. The characteristic of excitement about learning, noted by many observers, is contagious. The students and teachers enjoy coming to school; they have positive attitudes to learning and consistently achieve more that they first thought possible!

The school has been built to an exceptionally high standard, providing superb facilities appropriate for quality teaching and learning. Each classroom is fully air-conditioned and resourced to a very high level, including interactive whiteboards and WiFi connectivity. Specialist teaching areas for Biology, Chemistry, Physics, Music, Art, ICT and Media are available. As part of our sporting programme, the students have regular access to the swimming pool and the extensive outdoor sporting facilities. The highlight of any parental tour seeking admission for their child is the impressive and well-resourced Learning Resource Centre.

Ryan Global School is a candidate school* for the CP. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

Visitors to the school regularly comment on the friendly, family atmosphere which is achieved through recognising the importance of developing a meaningful partnership between the school, parents and students. The best way to experience these qualities is to arrange a personal tour of our school.

Ryan Global School is part of the world renowned Ryan International Group of Institutions. The group owes its success to the dedicated Management Team developed by our Founder Chairman Dr. Augustine F. Pinto, ably supported by the Managing Director Madam Grace Pinto.



VISION

Our vision is to be a premier global educational institution which develops the human resource for our dynamic and expanding community, the state, the nation, the region and the world at large.

Through our institutions, we will cultivate all round development of qualities in a student through excellence in education that shall foster academics, understanding, brilliance, spiritual well–being, physical development, psychological strengths, resourcefulness and creative skills,social responsibility and concern for one's environment.

MISSION

The school has a broad interest in the field of quality education and excellence committed to enabling academic development of young minds. The school empowers the students to raise their academic and personal potential in a dynamic environment that values analysis, dedication and observation. Our School is built to create a 21st century learner who will emerge as a national and global citizen through an innovative learner centered pedagogy delivered by inspiring educators.

Our offering is structured around

- **12-point vision** (Human Resource Development, Art And Culture, Environment, Philanthropy, Values, Education, Sports, Healthy Living, Finance, Entrepreneurship, Media, Leadership)

- **KASSM** approach (Knowledge, Attitude, Skills, Social, Moral Values)

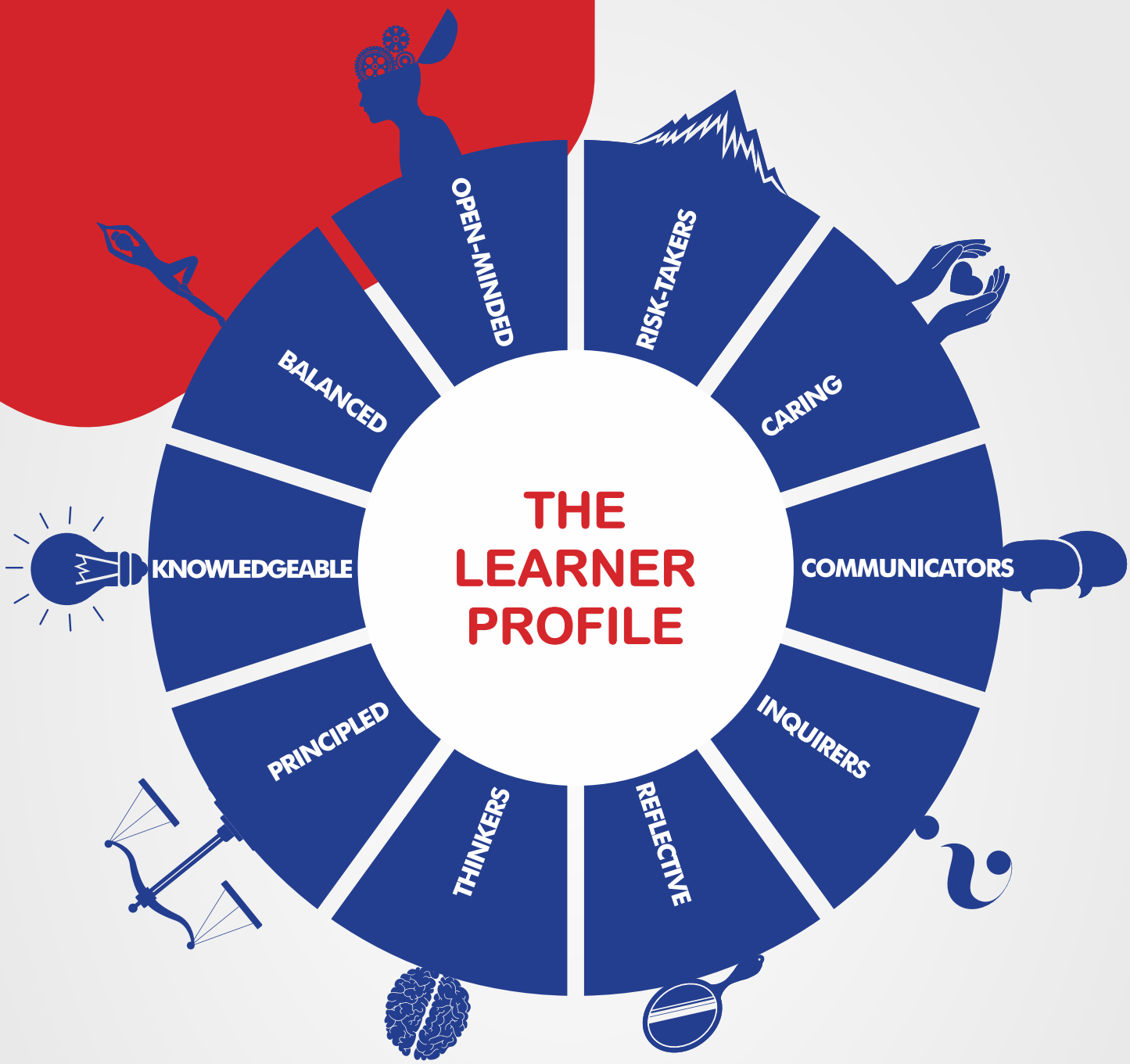
What is an IB education?

The IB continuum of international education, for students aged 3 to 19, is unique because of its academic and personal rigour. IB programmes challenge students to excel not only in their studies but also in their personal growth. The IB aims to inspire a quest for learning throughout life that is marked by enthusiasm and empathy. The IB aspires to help schools develop well-rounded students, who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating their common humanity, and are prepared to apply what they learn in real-world, complex and unpredictable situations.

An IB education:

- Focuses on learners- IB programmes are student-centred and promote healthy relationships, ethical responsibility and personal challenge
- Develops effective approaches to teaching and learning-IB programmes are taught by teachers who help students to learn how to develop the attitudes and skills they need for both academic and personal success
- Works within global contexts- IB programmes increase understanding of languages and cultures and explore globally significant ideas and issues
- Explores significant content- IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

At the heart of all IB programmes is the IB learner profile. IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

AS IB LEARNERS WE STRIVE TO BE:



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, 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 perspectives 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 viewpoints, 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 in the world around us.

RISK-TAKERS:

We approach uncertainty with forethought 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, spiritual and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE:

We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

IB CAREER-RELATED PROGRAMME

The IB Career-related Programme (CP) is designed for students interested in pursuing a career-related education in the final two years of secondary school. It provides them with an excellent foundation to support their further studies, as well as ensure their preparedness for success in the workforce.



The **CP core components**—Students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning. The CP core components give context to the DP courses and the career-related study and draw all aspects of the framework together.

The ***personal and professional skills*** course aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understanding, perseverance, resilience, an appreciation of identity and perspective and an understanding of the complexity of the modern world. Emphasis is placed on the development of skills needed to successfully navigate higher education, the workplace and society.

Service learning is the practical application of knowledge and skills toward meeting an identified community need. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions.

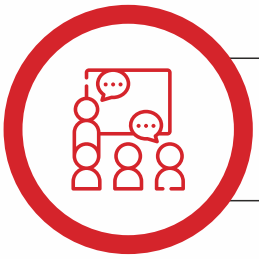
Language development ensures that all CP students have access and exposure to a second language. The opportunity to learn a second language is a central tenet of an IB education and increases students' understanding of the wider world. Students are encouraged to begin or extend the study of an additional language that suits their needs, backgrounds and contexts. It develops students' oral, visual and written linguistic and communicative abilities.

The ***reflective project*** is an in-depth body of work produced over an extended period and submitted toward the end of the programme. Through the reflective project, students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies. This work encourages students to engage in personal inquiry, intellectual discovery, creativity, action and reflection, and to develop strong thinking, research and communications skills.

Career-related studies—Students are provided with practical, real-world approaches to learning designed to prepare them for higher education, an internship or apprenticeship, or a position in a designated field of interest.

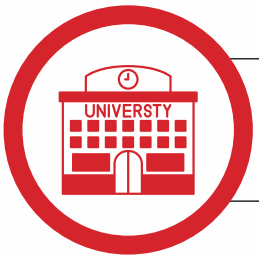
The career-related studies are aligned with student needs and progress toward further study or direct employment.

UNIQUE FEATURES OF THE IBCP PROGRAMME



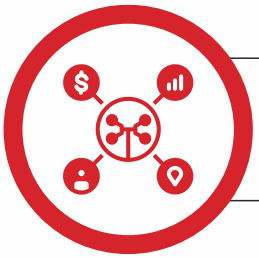
CAREER SPECIALIZATION

A unique programme where you have the option of choosing a specialization from Grade 11.



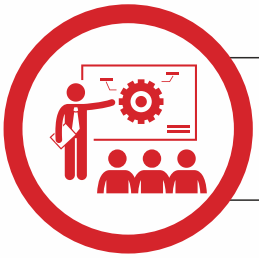
MASTERCLASS & WORKSHOP

Discover the secrets of experts through Master Classes and Workshops



CAREER PATHWAY

It's the only programme that gives you a chance to receive direct admission to Colleges and Institutions affiliated with prestigious State and Central Universities.



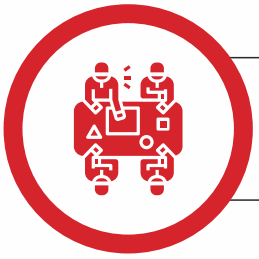
PRACTICAL TRAINING

It's the only programme that offers Practical Training and Industry exposure.



CASE STUDIES

It's the only programme to have Case Studies



CAPSTONE PROJECT

It's the only programme that offers a Capstone Project in Grade 11 and 12



HIGHLIGHTS OF THE PROGRAMME:

- The IB Career-Related Programme is one of the most prestigious pre university courses in the world . It has been designed to achieve academic proficiency, civic responsibility and international understanding.

- Career-Related programme students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study.
  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; and the CP core helps them to develop skills and competencies required for lifelong learning.

- The CP was specifically developed for students who wish to engage in career-related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement.

- It is a flexible, yet comprehensive curriculum with rigorous, international standards and a strong co-curricular and sports programme

- Goal setting to promote a growth mindset and prepare them for a VUCA (Volatile, Uncertain, Complex, Ambiguous) world

- Going beyond the mandate to build modern day competencies through an Entrepreneurship Programme.

- IBCP students have higher acceptance rates to colleges across the globe.
  IB standards are aligned with the best practice in education and support effective teaching methodology



THE CP EDUCATIONAL FRAMEWORK

CORE

PERSONAL AND PROFESSIONAL SKILLS

SERVICE LEARNING

REFLECTIVE PROJECT

LANGUAGE DEVELOPMENT

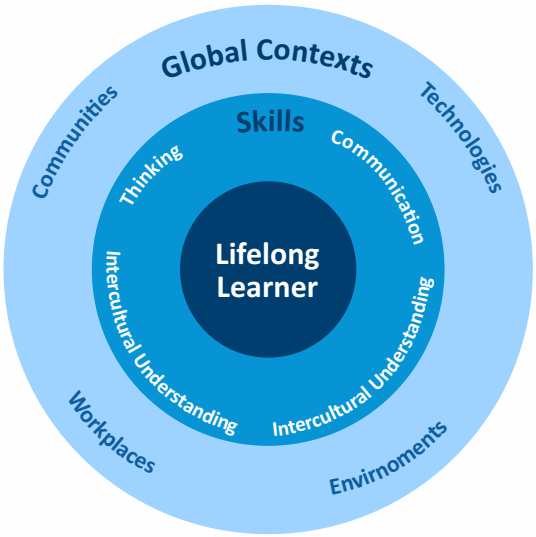
OPTION FOR CAREER-RELATED STUDY

- **Artificial Intelligence**
  DP Subjects: Physics, Chemistry , Mathematics
- **Event Management**
  DP Subjects: Business Management | Economics
- **Business Administration**
  DP Subjects: Business Management | Economics

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.

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

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.



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.



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

LANGUAGE DEVELOPMENT

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.

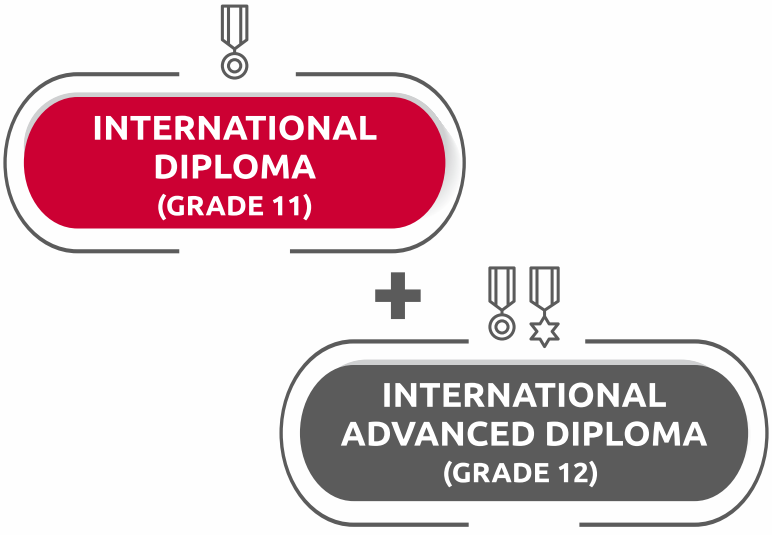
WORLD ACADEMY OF CAREER PROGRAMMES

Industry Collaborator

FUTURE VARSITY

IB CAREER-RELATED PROGRAMME

ARTIFICIAL INTELLIGENCE



WORLD ACADEMY OF CAREER PROGRAMMES

Industry Collaborator

FUTURE VARSITY

IB CAREER-RELATED PROGRAMME

ARTIFICIAL INTELLIGENCE

INTERNATIONAL DIPLOMA (GRADE 11)

+

INTERNATIONAL ADVANCED DIPLOMA (GRADE 12)

COURSE STRUCTURE

DP Subjects

Recommended DP subjects which compliment the CRS Programme

- PHYSICS
- CHEMISTRY
- MATHEMATICS

Core Subjects

- PERSONAL AND PROFESSIONAL SKILLS
- SERVICE LEARNING
- REFLECTIVE PROJECT
- LANGUAGE DEVELOPMENT



DP SUBJECTS

PHYSICS

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies.

CHEMISTRY

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills.

MATHS

- Develop mathematical knowledge, concepts and principles
- Develop logical, critical and creative thinking
- Employ and refine their powers of abstraction and generalisation



WORLD ACADEMY OF CAREER PROGRAMMES

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IB CAREER-RELATED PROGRAMME

ARTIFICIAL INTELLIGENCE

INTERNATIONAL DIPLOMA (GRADE 11)

+

INTERNATIONAL ADVANCED DIPLOMA (GRADE 12)

CAREER RELATED STUDY

(720 Guided Learning Hours)

GRADE XI

- Introduction to Artificial Intelligence
- Artificial Intelligence for Society and Ethics
- Mathematics for Artificial Intelligence – I
- Data Mining
- Programming for Problem Solving
- Design Thinking for Innovation
- Modern Day Apps and Human Computer Interaction (HCI)
- Python Programming
- Artificial Intelligence Programming
- Capstone – I

GRADE XII

- Mathematics for Artificial Intelligence – II
- Data Analytics
- Machine Learning
- Computational Linguistics and NLP, Vision and Speech
- Critical and Creative Thinking
- Application of Artificial Intelligence and Machine Learning in Industries (Domain)
- Full Stack Development
- Deep Learning
- The Art of Story Telling
- Capstone – II



WORLD ACADEMY OF CAREER PROGRAMMES

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FUTURE VARSITY

IB CAREER-RELATED PROGRAMME IN EVENT MANAGEMENT

INTERNATIONAL DIPLOMA
(GRADE 11)

+

INTERNATIONAL ADVANCED DIPLOMA
(GRADE 12)

WORLD ACADEMY OF CAREER PROGRAMMES

Industry Collaborator

FUTURE VARSITY

IB CAREER-RELATED PROGRAMME IN EVENT MANAGEMENT

INTERNATIONAL DIPLOMA (GRADE 11)

+

INTERNATIONAL ADVANCED DIPLOMA (GRADE 12)

COURSE STRUCTURE

DP Subjects

Recommended DP subjects which compliment the CRS Programme

- **ECONOMICS**
- **BUSINESS MANAGEMENT**

Core Subjects

- **PERSONAL AND PROFESSIONAL SKILLS**
- **SERVICE LEARNING**
- **REFLECTIVE PROJECT**
- **LANGUAGE DEVELOPMENT**



DP SUBJECTS



Business Management

- Develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents.
- Foster an informed understanding of ethical and sustainable business practices.
- Explore the connections between individuals, businesses and society.
- Engage with decision-making as a process and a skill.

Economics

- Develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
- Develop an appreciation of the impact on individuals and societies of economic interactions between nations
- Develop an awareness of development issues facing nations as they undergo the process of change.

WORLD ACADEMY OF CAREER PROGRAMMES

Industry Collaborator

FUTURE VARSITY

INTERNATIONAL DIPLOMA (GRADE 11)

+

INTERNATIONAL ADVANCED DIPLOMA (GRADE 12)

IB CAREER-RELATED PROGRAMME IN EVENT MANAGEMENT

CAREER-RELATED STUDY
(720 Guided Learning Hours)



Integrated Marketing & Communications

- Introduction to IMC
- Overview of Above The Line Activities
- Overview of Below the Line Activities
- Inter-relationship IMC & Events"

Overview & Evolution of Events Industry

- Understanding the events industry
- Demand and Supply of Events Industry
- Planning an event"

Principles & Functions of Event Management

- Nature of Management
- Principles of Management
- Planning, Organising, Staffing, Directing & Controlling
- Planning & Organising for Events"

Event Industry Research & Study

- Characteristics & Types of Research
- Research Methods
- Data Collection & Analysis
- Research Project

Internship & Industry Engagement

Capstone Project

Event Conceptualisation & Simulation



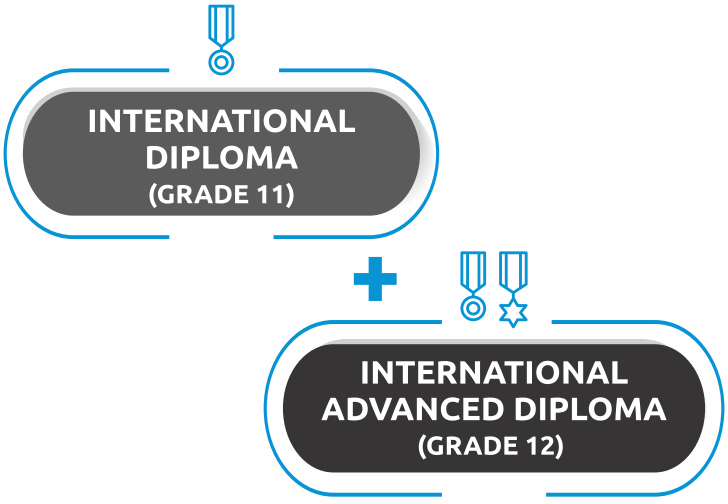
WORLD ACADEMY OF CAREER PROGRAMMES

Industry Collaborator

FUTURE VARSITY

IB CAREER-RELATED PROGRAMME

BUSINESS ADMINISTRATION



WORLD ACADEMY OF CAREER PROGRAMMES

Industry Collaborator

FUTURE VARSITY

IB CAREER-RELATED PROGRAMME

BUSINESS ADMINISTRATION

INTERNATIONAL DIPLOMA (GRADE 11)

+

INTERNATIONAL ADVANCED DIPLOMA (GRADE 12)

CAREER-RELATED STUDY

(720 Guided Learning Hours)

COURSE **STRUCTURE**

DP Subjects

Recommended DP subjects which compliment the CRS Programme

- **BUSINESS MANAGEMENT**
- **ECONOMICS**

Core Subjects

- **PERSONAL AND PROFESSIONAL SKILLS**
- **SERVICE LEARNING**
- **REFLECTIVE PROJECT**
- **LANGUAGE DEVELOPMENT**



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WORLD ACADEMY OF CAREER PROGRAMMES

INTERNATIONAL DIPLOMA (GRADE 11)

INTERNATIONAL ADVANCED DIPLOMA (GRADE 12)

Industry Collaborator

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IB CAREER-RELATED PROGRAMME

BUSINESS ADMINISTRATION

CAREER-RELATED STUDY
(720 Guided Learning Hours)

Human Resource Management
- Introduction
- Job Design & Analysis
- Performance Appraisal & Career Planning
- Participative management & Industrial Relations
- Concept & Theory of OB

Principles of Management
- Introduction to Management
- Planning and Organising
- Leading and Motivation
- Directing, Monitoring and Controlling

Research Methods
- Introduction to Research Methods
- Data Collection and Processing
- Data Analysis and Interpretation
- Advanced Report Writing

Strategic Management
- Understanding Strategy
- Analyzing a Company's Internal Environment
- Generic Competitive Strategies
- Strategy Implementation
- Blue Ocean Strategy

Internship & Industry Engagement

Capstone Project

Principles of Accounting
- Introduction to Accounting
- Accounting Principles
- Accounting Process
- Accounting for Special Transactions

Principles of Marketing
- Introduction to Marketing
- Marketing Environment
- Segmentation, Target Marketing and Positioning
- Consumer Behavior
- Marketing Mix

Digital Marketing
- Digital Marketing Planning and Structure
- Facebook Marketing Fundamentals
- Google Adwords
- Youtube Marketing
- Email Marketing – Content Writing

Entrepreneurship
- Being an Entrepreneur
- Customer Discovery
- The Financial Road Map
- Entrepreneurial Leadership
- Business Plan

EXPERIENTIAL LEARNING AT RYAN GLOBAL SCHOOL

The enriching creative experiences at Ryan Global School comprise practical, cultural and challenging activities, designed to support the personal and social development of our young learners.

The IB Career-Related Programme Core comprises the four components which support young people to develop the transferable behaviours and aptitudes they need to become lifelong learners and workplace ready: personal and professional skills, service learning, language development and the reflective project.



OUTSTANDING FEATURES OF CAREER RELATED PROGRAMME

EXCLUSIVE LEARNING EXPERIENCE:

- The school has established on alliance with various Corporate houses to generate Internship opportunities for the Career-Related Programme learners
- Field experts and corporate heads will be invited as Guest Lecturers to address our learners experienced faculty will import knowledge with multiple perspectives with an ultimate purpose
- of developing true Inmational mindedness

CAREER COUNSELLING UNIT:

- In House dedicated team for guiding the learners through course, subject, programme and campus selection
- Professional assisting with Financial planning & goal setting
- Mentoring by certified IB educators in profile building and writing Personal statements
- Facilitation of Recommendation letters for college and university applications
- Complete guidance in preparation for college interviews
- Planned visits to universities in India and abroad, as well as opportunities for exchange programmes.

RESOURCE DEVELOPMENT:

- Procuring resources to enrich the learning experience
- Collaboration with other IB schools to enhance the teaching learning process
- Liaising with external agencies to ensure that the mission of the school is achieved
- Using interactive and technology for delivering the Curriculum

CAMPUS FACILITIES:

- IB Career-Related Programme students will have access to a separate Learning Resource Centre, State of the Art lab

PROFESSIONAL DEVELOPMENT PLAN:

- Building pedagogical leadership within the school by hiring highly qualified and trained faculty
- In House Training sessions
- Workshops and Training

CERTIFICATES

The WACP - CRS Certifications are coveted qualifications which recognize outstanding students by substantiating their conduct and professionalism to prospective employers. WACP offers IBCP students counseling in higher education and Internships assistance within the Corporates, Events, Sports, Business Industries, Entertainment, Media and Television industries. Academic excellence, dedication, project work, ingenuity and originality of ideas, communication skills coupled with a certain degree of confidence and flair are a few of the requisite attributes necessary to be awarded the WACP-CRS Certifications. It boosts one's academic and resume credentials and gives an added advantage over other candidates in the world. In some countries due to regulations and requirements of institutions we may offer "Certificate" qualifications instead of "Diploma" qualifications.





PATHWAYS *after* IBCP

Pathways to Undergraduate Degree programmes in Event Management, Sports management & Business Administration are available to all the students who complete the IBCP programme. Many International universities offer higher education in Event Management, Sports management & Business Administration at graduation and post graduation levels. With the approval of equivalence to class 12th Qualification of IBCP with other Indian Boards by Association of Indian Universities (AIU) and also the NEP 2020 reform by the Government, IBCP has become the most sought after programme by students. Students of IBCP are eligible to take admission in Indian as well as Foreign Universities. Students would need to fulfil the entry requirements of Indian as well as overseas universities like for any other board. The IBCP in India is treated as equivalent to class 12th Qualification.



FREQUENTLY ASKED QUESTIONS

01 What kind of students choose the IBCP?

The students choosing the IBCP tend be those who think long-term and want to keep their options open. It can lead to university or directly to a career, usually through higher level apprenticeship. The programme prepares students for success in further study, but also develops the skills employers seek.

02 How does the IBCP give students advantages?

It enables them to gain qualifications recognised by universities and employers, not only throughout the UK but worldwide. IBCP students develop as highly effective teamworkers, showing self-confidence, determination, initiative and enterprise. The core of the programme also provides students with skill sets that they may not acquire through other qualifications

03 What makes the IBCP different?

The IBCP differs from most other post16 programmes because it unites both academic and vocational studies into a flexible and coherent course, rather than offering a 'pick and mix' selection of unconnected subjects.

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04 Where is the IBCP available?

The IBCP is expanding very rapidly. At present, it is taught in 21 countries worldwide, with the largest numbers of IBCP schools found in the UK and the USA

05 How are the IB parts of the programme assessed?

Assessment is by a combination of examinations and coursework. The examinations are taken at the end of the programme, and marked externally by IB examiners. All IB subjects include coursework, which is assessed by the school

06 What are the core elements?

The Core is one of the most important differences between the IBCP and other post-16 qualifications and programmes. It is a compulsory element and consists of four components: Personal and Professional Skills, Service Learning,Language Development and a Reflective Project. These components are all blended together to develop critical thinking and intercultural understanding, and are at the heart of why IBCP students excel in job and university applications.

07 Why are IBCP students required to complete a Reflective Project?

The Reflective Project is an in-depth independent study, based on the vocational area chosen in the programme. It enables students to develop the research and writing skills that they will need to achieveat university, but will also use in their careers.

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08 Why is there a Language Development component?

This part of the Core is designed to give students the confidence to work successfully in multicultural teams and international businesses. It is a culturebased rather than vocabulary–based approach to exploring a new language, and has no examination.

09 What makes IBCP students special?

Because the IBCP develops students personally and socially, as well as academically, it raises their aspirations. It encourages students to be enterprising, a characteristic that it shares with all other IB programmes.

10 If a students has a specific career in mind, will choosing the IBCP impact on this?

At 16, some students already have a clear idea of their career intentions and are looking for hands-on experience in that field. The IBCP is ideal for students who are interested in a particular industry and want to specialise early on. Should their career interests change, it offers students the opportunity to gain transferable skills, while also staying on track to succeed both academically and professionally, with a view to attending university, opting for a higher level apprenticeship or entering the world of work. The IBCP also keeps doors open for students who haven't decided what path they would like to take at 18, or beyond. The IBCP allows students to maintain a broad spectrum of academic subjects and personal development, while gaining valuable insights into the world of work.



How Does the IBCP Give Students an Edge Over Others?

THE IBCP ENABLES STUDENTS TO:

1

It encourages you to think about others

The service learning course allows you to make a positive difference to the world around you.

2

Explore, understand and engage in real world issues

The CP requires you to explore, analyse and evaluate global issues from a local perspective.

3

It integrates academic and practical learning

The CP combines academic rigour with practical study; and develops skills and competencies required for life-long learning.

4

It allows you to do what you really want to do

You can combine your academic subjects with your interests and skills.

5

It gives you more career options

With a CP, you can access further education, apprenticeships and employment in areas such as business, IT, health care, sports and many others.

6

Learn about different cultures

Language development encourages you to engage with other cultures and increase your understanding of the wider world.

7

Build friendships and connections

Collaborative projects allow you to build friendships as well as working relationships.

8

Explore and apply your creativity in innovative ways

Personal and professional skills courses promote creative thinking techniques.

9

Develop essential life skills

Skills including critical thinking, communication and personal development are an important focus of the CP.

10

Become an independent learner

Taking part in the reflective project, you learn how to research subjects and explore multiple sources of information.



RYAN
GLOBAL SCHOOL

Ryan Global School is a candidate school* for the CP. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.