



IBCP Student Handbook

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Ogre Technical School

Our Vision

Our vision is to provide students with exceptional educational opportunities for constant academic and professional growth.

Our Mission

Ogre Technical School is a creative learning community for students from all over the world, providing holistic educational environment to develop inquiring, knowledgeable, and caring young people who will become active life-long learners in a global, multi-cultural world and who will have a respect for themselves and for others.

Our Goals

1. We create a safe and stimulating learning environment in which our students can discover and develop their intellectual, social and creative potential.
2. We help our students to be happy, well-balanced, ethical individuals who work effectively and willingly with others.
3. We educate our students to think and act with openness to the perspectives, values and traditions of other cultures and communities.
4. We enable our students to understand and express ideas and information confidently and creatively in more than one language.
5. We employ caring, committed and talented (international) staff, and provide them with the training, the resources and the environment to develop their professional skills.

Our core values

1. We uphold the principles of equality of opportunity and fair treatment of all individuals.
2. We respect ourselves, each other, and our environment.
3. We value honesty, fairness and integrity.
4. We recognize that we are fortunate and assume our responsibility to make a positive contribution to other people locally, internationally and globally.

Reasons to become an IB student

The aim of OGRE Technical School is to prepare learners (age 16-19) for the increased demands by both university/colleges and employers for internationally minded young adults. In order to thrive in the global job market of the 21st century and be able to embrace unknown challenges, young generation will need to have certain attributes besides subject knowledge and skills. We believe that the IB Career-related Programme provides both the breadth and flexibility that our students want, and will develop qualities that university/colleges and employers need.

In a global society, it is essential that students preparing for employment develop a good understanding of world issues and contexts, and understanding of their responsibilities as global citizens. The IBCP prepares students for flexibility and mobility in a range of employment opportunities as well as for lifelong learning.

The IBCP's flexible educational framework allows schools to meet the needs, backgrounds and contexts of students. The programme we offer will meet the needs of a broad spectrum of students, and that will benefit (from) the unique nature of the community of OGRE and its surroundings itself.

The IBCP consist of academic and vocational courses, supported by the Core. It is the Core, which will make the difference and will prepare learners for challenges and opportunities during their career.

Mission Statement from the IB

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The learner profile is central to the IBCP at OGRE Technical School and explains what it means to be internationally minded. IB learners strive to be:

<i>Enquirers</i>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<i>Knowledgeable</i>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<i>Thinkers</i>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<i>Communicators</i>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<i>Principled</i>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<i>Open-minded</i>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<i>Caring</i>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<i>Risk-takers</i>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<i>Balanced</i>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<i>Reflective</i>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The IBCP curriculum

We have identified these Curriculum Pathways:

Audio-visual techniques and media production; Design; Accounting and taxation; Secretarial and office work; Computer systems, databases, and computer networks; Electronics and automation; Motor vehicles; Woodworking technologies and products; Building and civil engineering; Forestry; Hotel and restaurant service.

The pathways will consist of two subjects from the Diploma Programme and a Career-related Subjects plus the Core.

<p>2 subjects related to your professional career from the IB Diploma Programme suite.</p> <p>Latvian Literature – compulsory for all Design Technology Computer Science Business Management</p>	<p>Career Related Studies subjects</p> <p><i>Professional subjects in accordance with the pathway chosen, as provided in the relevant programme of Ogre Technical School</i></p>
<p>IBCP Core - MANDATORY. Evidence of active participation. Verified by supervisors</p>	
<p>Personal and Professional Skills - Portfolio (90+ guided learning hours)</p> <p>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. Evidence is largely collected from activities in subjects and from personal/social situations.</p>	<p>Service Learning - Logbook (50+ hours mentored and independent work)</p> <p>Service Learning is the development and application of knowledge and skills towards meeting an identified and authentic community need. A successful SL project demonstrates reflections on personal growth and of the impact on the community served.</p>
<p>Reflective Project - externally moderated. Need a 'D'. (50+ hours mentored and independent learning)</p> <p>The Reflective Project is an in-depth body of work, produced individually, over an extended period and submitted towards the end of the CP. Through a Reflective Project, students identify, analyze, critically discuss and evaluate an <i>ethical issue arising from their career-related studies.</i></p>	<p>Language Development – Portfolio (50+ hours guided & independent learning)</p> <p>Language Development ensures that all students are engaged in a non-native language that will assist and further their understanding of the wider world. Readiness to communicate in an additional language is key to international mindedness.</p>

The IBCP Core

Language Development (English)

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.

The objectives of the language development are organised into four processes

1. Oral communication
2. Visual interpretation
3. Reading comprehension
4. Writing

Requirements

- The language studied by each student should be a language OTHER than her/his best language
- The course duration should be a minimum of 50 hours
- The student will produce a Language Portfolio

Assessment

- No formal examination
- There will be ongoing assessment throughout the course through a variety of assessment tools
- The school will monitor the satisfactory completion of the Language Portfolio
- The Language Portfolio may be required to be sent to the IB for verification

Our aim will be to offer an appropriate Language Development course which will be relevant to students' needs and will support their career-related studies.

Service Learning

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 to 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.

Students undertake service initiatives related to topics studied in the curriculum, utilising skills, understanding, and values developed in these studies. Service learning builds upon students' prior knowledge and background, enabling them to make links between their academic disciplines and their service experiences. Service learning is authentic service in that it has the potential to transform or redefine a student's behaviour and actions within his or her personal values. It can change the student and the community for the better. Service learning is not a volunteer work and it is not collecting money for charities, although these are considered worthwhile activities. A priority of service learning is that it uses community service as a vehicle for new learning that has academic value.

We aim to link Service Learning activities to students' career-related studies where possible.

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

Requirements

One or two lessons per week throughout the IBCP course will be available for students to undertake the planning and reflection stages, and for teacher monitoring and guidance. A minimum of 50 hours outside the classroom is required to be devoted to Service Learning.

Assessment

- The student must keep a reflective journal which will be monitored and assessed by the supervisor.
- The school will report to the IB whether or not the Service Learning requirement has been satisfactorily completed by each student.

Personal and Professional Skills

The Personal and Professional Skills (PPS) course emphasizes the development of transferable skills needed to operate successfully in society. The course aims to support students in developing practical life and career-related skills.

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

There are five themes in Personal and Professional Skills

1. Personal Development
2. Intercultural understanding
3. Effective communication
4. Thinking processes
5. Applied ethics

Requirements

Personal and Professional Skills is a timetabled course and a minimum of 90 hours is expected to be devoted to this course. Three lessons per week over two years will be allocated to the PPS course.

Assessment

- There will be ongoing assessment throughout the course. A variety of assessment tasks will be designed by teachers and by students themselves; these may include written assignments, interviews, videos made by students, reports on student-led research.
- The school will report to the IB whether or not the PPS course has been satisfactorily completed by each student.

Reflective Project

The reflective project is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. 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. It gives the student the opportunity to identify, analyze, critically discuss and evaluate an ethical dilemma associated with a particular issue taken from his/her career-related studies. This work encourages the student to engage in personal inquiry, action and reflection, and to develop strong research and communication skills.

The aims of the Reflective Project are to give students the opportunity to:

- produce an extended piece of work
- engage in personal inquiry, action and reflection on a specific ethical dilemma
- present a structured and coherent argument
- engage with local and/or global communities
- develop research and communication skills and to develop the skills of critical and creative thinking

Requirements

- The reflective project investigates and focuses on the ethical dimension of an issue arising from the student's complementary career-related studies.
- Students need to identify an issue of interest that they would like to explore in greater depth that arises from their career-related studies.
- After selecting an issue, students identify an ethical dilemma associated with the issue and then undertake research on the ethical dilemma, including consultation with the local community.
- The end product will highlight the thinking skills and communication skills developed by students in their approaches to learning.
- The project can be submitted in different formats including an 3000 word essay or e.g. a web page, play or short film, supported by written material.
- Students should devote approximately 50 hours (in and out of class) to the reflective project.

Assessment

The Reflective project is internally assessed against five pre-defined criteria, and the grades awarded are externally moderated by IB examiners. Grades range from A to E with points awarded:

26-30 = A, 21-25 = B, 16-20 = C, 10-15 = D, 0-9 = E.

A grade 'D' is required for the award of the IBCP Certificate.

Research Process

The following steps are to be taken for any research assignment. The questions must be answered by teachers when preparing a research project and by students when completing the research assignment.

1. *Define Task*

- What is the topic? (Identify keywords to easily search information for the topic.)
- What questions will be answered through the research?
- What type of information is needed?
- What will the final product look like?
- How long will the process take?
- When is the research assignment due?

2. *Locate and Access Information*

- What are the types of resources needed to find the information?
- Are there specific requirements?
- Think of all types of resources to decide on the best resources for the assignment.
- Where is the information located within the resources found?
- How will the information be located?

3. *Understand Information*

- Is the information relevant?
- Is it detailed or basic?
- Is the information enough to answer all the questions identified in step 1 or is additional information needed?
- What will be used to record the information?
 - i.e. notecards and/or graphic organisers
- How will the information be paraphrased?

4. *Organize Information*

- How will the information be arranged?
 - By subject or chronological
- How will the information be cited?
 - Follow Harvard citation style

5. *Synthesize and Create*

- How will the information from multiple sources be organised into a final product?
- What conclusions have been made?
- How will the information found be presented?
 - i.e. research paper, report, presentation, etc.

6. *Reflect, Assess and Evaluate*

- Have all the requirements been met?
- Have all the questions identified in step 1 been answered?
- Is the information well organised?
- Are there any additions or changes required to improve the research assignment?
- What can be done differently or the same for the next research assignment?
- How resourceful was the research?

Research Process – roles and responsibilities

Personal and Professional Skills leader

- Provide subject teachers and librarians with strategies for the following:
 - Note taking
 - Paraphrasing
 - Skimming
 - Citing resources
- Go over the research process with teachers and librarians.
- Ensure that teachers and the librarian have a clear understanding of what is required by students when conducting a research assignment.
- Conduct workshops for students to go over the research process along with citation techniques.
- Organise a schedule for each grade level for the amount of research assignments per term.

Subject teacher's Roles and Responsibilities

- Prepare a well thought out research assignment before deciding to include it in a unit of study.
- Clarify requirements for students and explain them before assigning the project.
- Go over each step of the above mentioned research process before beginning the assignment.
- Dedicate lessons for teaching students about note taking, paraphrasing, and citation techniques.
- Go over the importance of academic honesty and plagiarism.
- Provide students and discuss with them research techniques, graphic organisers that can be used, and refer to the citation guidelines.
- Assign library classes, which students will use to work on their research assignment, in coordination with the school librarians.

Librarian's Roles and Responsibilities

- In coordination with teachers, arrange library classes for students conducting research.
- Be aware of each step of the research process and what is required.
- Guide students in finding resources that match their research topics.
- Assure that the library consists of numerous resources that may aid students in finding adequate information for their research topics.
- Provide students with various strategies in skimming through a book, article, website, etc. to find relevant information.

Academic Honesty

Philosophy

The philosophy of The OGRE Technical School is based on the belief of the importance of graduating honest, responsible and ethical world citizens. Since academic honesty is an indication of determining a person's integrity and respect for others, we expect all our students to be familiar with what constitutes academic (dis-)honesty and to maintain proper academic conduct throughout their schooling and for life.

Values and skills relevant to academic honesty are described by the following attributes of the IB Learner Profile.

IB Learner Profile

- Principled students act with integrity and honesty and take responsibility for their own actions and the consequences that accompany them.
- Thinkers make ethical decisions.
- Inquirers acquire the skills necessary to conduct inquiry and research and show independence in learning.
- Communicators understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

Importance

It is important that students, teachers and the school comply with academic honesty. If not, then qualifications and enrolment (student), employment (teacher) or accreditation (student/school), are at risk. The School has an Academic Honesty Policy that incorporates and adheres to IBO and vocational qualification guidelines. Below is a summary of the main points. The aims are that:

- All students understand the basic meaning and significance of academic honesty.
- All work produced by students is their own, authentic work.
- All such authentic work has the ideas and words of others fully acknowledged.
- Students understand and obey the rules relating to proper conduct in examinations.
- Students understand the difference between collaboration and collusion, and that it is unacceptable to present work arrived at through a process of collusion.
- The policy refers to all assignments set and completed in school or at home, ranging from basic pieces of homework to formal assessments required by the IB and vocational examination bodies.

What is academic honesty?

Fundamentally, academic honesty means doing your own work and having the knowledge you claim to have. It also includes acknowledging the efforts of others in an academic and principled manner.

- The production of 'authentic' pieces of work.
- Proper conduct in relation to the conduct of examinations.
- The full acknowledgement of the original authorship and ownership of creative material.
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright.

What is malpractice?

The IB defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining unfair advantage in one or more assessment components. Malpractice includes:

- **Plagiarism:** to represent the ideas or work of another person as the candidate's own.
- **Collusion:** to allow one's work to be copied and submitted for assessment by another candidate.
- **Duplication of work:** to present the same work for different assessment components.
- **Misbehaviour:** any behaviour that gains an unfair advantage over other candidates, such as:
 - Fabrication of results or evidence.
 - Falsifying a Service Learning record.
 - Deliberate destruction of another's work.
 - Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment.

Plagiarism: Plagiarism is passing off someone else's work, writing, thoughts, visuals, graphics, music and ideas as your own. Plagiarized work is work which fails to acknowledge the sources which it uses or upon which it is based. Plagiarism is a clear breach of academic honesty; it is also a criminal offence.

Collusion v Collaboration: Collaboration involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content, conclusion or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's.

Working together is collaboration. Copying someone else's work is collusion. Even if you have 'collaborated' with another student, the work you present must be your own. Collusion is malpractice and will be penalized. This includes copying someone else's homework in the corridor or cafeteria before a class because you have not done it yourself.

Examples of malpractice regarding examinations.

- Taking unauthorised material into the examination room, including a mobile phone, an electronic device, own rough paper, notes.
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate.
- Referring to or attempting to refer to, unauthorised material that is related to the examination.
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination.
- Impersonating another candidate.
- Including offensive material in a script.
- Stealing examination papers.
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination.
- Using an unauthorised calculator during an examination.
- Concealing and/or using unauthorized software on a graphic calculator, particularly, but not only, during examinations.
- Prohibited use of laptops/additional permitted items for access/inclusion arrangements.

What is intellectual property?

Intellectual property comes in different forms and is protected by law.

Examples of intellectual property are: trademarks, copyright, registered designs, etc.

All students must respect all forms of intellectual property and must be aware that the usage of any legally registered material is prohibited if in violation of the boundaries and conditions of this usage. These forms may be expressed as logos, drawings, songs, ringtones, poems, etc.

Sample: Citing and Referencing

To comply with academic honesty expectations you will have to use effective citing and referencing. This is a method of declaring and using sources of information in an agreed way. We will use the Harvard system of referencing. You will learn how to do this as part of your PPS lessons and through workshops. Please see the information below. (Based on: Canterbury Christ Church University (no date) *A Quick Guide to Harvard Referencing [Leaflet obtained at CCCU], 3 June 2017.*)

- **Referencing.** This is the way of acknowledging sources *cited* or used in your work, for example an essay or assignment, and allows those who read your work to verify your sources (Pears and Shields, 2013).
- A bibliography. This is a list of all materials and sources used in your work – check with your teacher if you need one.
- Using **Quotations.** If you use the exact words from a text they should be put in side quotation marks & the following information provided: Last name of author + Year of publication + Page number
- E.g. Headington (2002, p.48) states that one or more learning objectives are ideal.
Or
- It has been suggested that one or more learning objectives are ideal (Headington, 2002, p.48).
- **Summarising or Paraphrasing.** This is when you use your own words to put what the author is saying. The following should be provided: Last name of author + Year of publication
- E.g. Goble (2013) suggests that those new to knitting would benefit from finding a comfortable way to hold the needles.
Or
- There are suggestions that that those new to knitting would benefit from finding a comfortable way to hold the needles (Goble, 2013).
- **Four Authors or More.** When there are four authors or more only the first last name is used followed by **et al** (which means 'and others'). E.g., there has been an increase in books read according to Foreman et al, (2017).
- In the reference list all of the authors or editors should be acknowledged.
- **Multiple Sources Cited.** When referring to two or more publications at the same time use semicolons (;) to separate them and in **chronological** order (earliest first). If some are published in the same year then these are placed in alphabetical order by author/editor.
- E.g. Several studies on reading (Austin, 2014; Hall, 2014; Foreman, 2017) have looked at ...

Examples of referencing

Bibliography/Reference List

Put in alphabetical order by last name of the first author or editor. All the authors/editors must be included. Do not separate different types of sources e.g. websites, newspaper articles, books.

Books (including ebooks – if publication details, edition and page numbers present)

Surname/family name of author/editor, Initial(s) of given name. (Year of publication) Title with subtitle (if any). Edition (edn) if not the first edition. Place of publication: Name of publisher.

E.g.: Headington, R. (2002) *Monitoring, Assessment, Recording, Reporting and Accountability*. 2nd edn. London : David Fulton Publishers Ltd.

Books with Editors - Chapters

Surname/family name of author, Initial. (Year of publication) 'Title of Chapter', in Surname(s)/Family names of editor(s). (ed.) *Title of Book*. Place of publication: Publisher, page numbers of chapter.

E.g.: Foreman, E. (2017) 'Reading for Pleasure', in Austin, E. and Hall, S. (eds.) *The Holmesdale Way of Reading*.

London: Snodland Press, pp. 52-65

Journal Article - Printed or Electronic

Surname/family name of author, Initial. (Year of publication) 'Title of Article', *Title of Journal*, volume number (part number/ month/ season), page numbers

E.g. Brown, O. (2011) Ways to Read, *Literature Today*, 27 (2), pp. 11-17.

Web Pages

Surname/Family name of author, Initial. **Or** Name of organisation (year published/last updated) *Title of site*. Available at: URL (Accessed: date).

E.g. Health and Safety Executive (2014) *Workers: Health and Safety*. Available at: <http://www.hse.gov.uk/workers/> (Accessed: 23 October 2016)

Newspaper Article – With Author: Surname/Family name of author, Initial. (Year) 'Title of article',

Name of Newspaper (regional edn. – if applicable), day and Month, page number.

E.g. Foreman, E. (2017) 'Holmesdale Read for Charity', *The Telegraph*, 17 July, p.17

Newspaper Article – No Author: Title of Newspaper (Year) Title of article day and Month, page number. E.g.: The Week (2018) Our Readers at Holmesdale, 17 July,

Use these websites to help:

www.mendeley.com/ - this site can mine references and import PDFs. This can then be linked back to word for citations. Comments can be added, which makes it very useful for any project work.

www.citethisforme.com – this site can create Harvard citations for bibliographies.

For advice on what to do if you cannot find an author/editor, go to the library desk and use:

Pears, R. and Shields, G. (2013) *Cite Them Right: The Essential Referencing Guide*. 9th edn. Basingstoke: Palgrave.

Library resources

There are thousands of books in the school library along with periodicals, newspapers, magazines, and DVDs. Other sources available:

Reading Cloud/Eclipse – accessed through THS website, My School Links. Username & password is your printer code/SIMS number.

Issues Online	www.issuesonline.co.uk	Username: Holmesdale	Password: 3594
JSTOR	www.jstor.org/	Username: jcs011	Password: syllabus

Local Community Libraries - Have you got your library card & PIN?

Authenticating candidates' work

It is the responsibility of the IBCP teachers to ensure that all candidates' work for assessment is prepared according to the requirements of the relevant subject guide. Therefore, teachers, supervisors and leaders are in the best position to judge whether candidates' work is authentic.

All IB programme coordinators are expected to collect a signature from each individual candidate who is submitting work to the International Baccalaureate. Coordinators should retain these signatures on file.

Candidates must:

E.g.1. Consent to allowing an authorized school staff member upload coursework materials on their behalf, where they do not have access or permission to do this themselves.

E.g.2. Declare that all work uploaded or passed to an authorized school staff member is accurate, is the final version, is the candidate's own work, and that the candidate has correctly acknowledged the work of others.

This declaration will cover all pieces of work produced and provided by the candidate, including all internally and externally assessed work.

(This where you sign the Academic Honesty Declaration that is part of this handbook.)

Declaration

[Candidates] understand and consent to:

- 1) The programme coordinator or another authorized school staff member uploading your work to the IB's eCoursework system, and*
- 2) The IB's processing, use, disclosure, and transfer of your personal data, including without limitation any sensitive personal data and/or education records, as described in the IB's privacy policy and the Privacy Supplement, including worldwide cross-border transfers (including storage and access of such data outside of your country of residence).*

For externally assessed components (Reflective Project, Written Assignments/Tasks/Coursework, E- Portfolios), the submission of work for assessment refers to the assessment of work by an examiner appointed by the IB.

For internally assessed components, the submission of work for assessment refers to the assessment of work by a teacher.

Work identified as not authentic

Before the submission of work for assessment:

If the coordinator or teacher has reason to suspect that a candidate's work may not be authentic, that work must not be submitted for assessment. The situation may be resolved within the school by allowing the candidate the opportunity to revise and resubmit the work.

If this cannot be achieved in time to submit:

- Work to an examiner to be uploaded by the required deadline, or
- Marks for internal assessment to be entered on IBIS by the required deadline, an F must be entered against the candidate's name on the appropriate mark/attendance sheet (or to IBIS in the case of internal assessment).

After the submission of work for assessment:

If the coordinator or a teacher becomes aware of possible malpractice by a candidate after the work has been submitted to an examiner (or after marks have been submitted to IBIS in the case of internal assessment), the coordinator must send a full report to the IBO immediately. For internal assessment, this report must be sent regardless of whether the candidate's work was part of the sample work sent to a moderator for the purpose of moderation.

Academic Honesty in the IBCP – Career Related Studies subjects

Learner Declaration of work

For each assignment, learners must provide a written declaration that the evidence is authentic and their own and that the assessment was conducted under the requirements of the assessment specification. The teacher has to do similarly and these declarations must be retained and available for scrutiny.

Positive steps the centre takes to prevent or reduce the occurrence of learner malpractice:

- The School uses the induction period and this student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Teachers refer learners to the examples on previous pages for the appropriate formats to record cited texts and other materials or information sources including websites. You will not be discouraged from conducting research; indeed, evidence of relevant research often contributes to the achievement of higher grades. Be organized and systematic and you will submit work with confidence of your information.

We hope all Ogre Technical School students will comply with all the rules and regulations regarding academic honesty and that they will be a part of their lives in school and beyond.

Award of the IBCP Certificate

Assessment

To be awarded the International Baccalaureate Career-related Certificate, students must

- achieve a minimum grade 3 for two IB DP subjects.
- complete the course related subjects (CRS) satisfactorily.
- achieve a minimum grade D for the Reflective Project.
- satisfactorily complete the Language Development Portfolio.
- complete the PPS course.
- complete the requirements for Service Learning Diploma.
- not have received a penalty for academic misconduct from the Final Award Committee.

Diploma Programme (DP) courses within the CP are assessed in accordance with rigorous international standards. They feature both internal assessments and a terminal examination. The weighting of internal assessments Vs examinations differs between DP subjects. Internal assessment tasks are set by the IB and assessed by teachers. Samples are submitted to the IB for moderation. Students take written examinations at the end of their courses, which are marked by external IB examiners. The grades awarded for each course range from 1 (lowest) to 7 (highest).

The Career Related Subject, will be completed according to the vocational examination body's rules and regulations. Once the student has passed at least one CRS course the IB coordinator will record that on IB systems so that they may be awarded the IBCP certificate.

Every CP student must complete the four elements of the CP core: the Reflective Project, Service Learning, Personal and Professional skills, and Language Development.

The reflective project is assessed by the school and moderated and graded by the IB. They are graded from A to E, with A being the highest. Students must achieve *at least a D* in order to be awarded the IBCP Certificate.

The school is responsible for confirming with the IB that students have completed the requirements for service learning, personal and professional skills and language development. These are assessed by the school.

Results

IB examinations are generally taken during May and results are known in early July. By then CRS work will have been sampled and all units completed. Therefore you will know your results and UCAS points before the summer holidays and you can secure your destination for the following September.

Value of your qualifications

The grades you achieve in your IBCP subjects carry a tariff that is used to calculate a sum of points that universities will use as part of their admission policies for their courses. Universities operate slightly different policies with regards to the offers; a given amount of points will get you into one university to study a subject but not into another for the same. Also, offers will usually specify a total score and a specific grade in the chosen subject of study or in related subjects, for example:

You can use the tariff calculator on the UCAS website to work out what your qualifications are worth and there is also a helpful video which explains the tariff system in more detail. Please go to:

<https://www.ucas.com/ucas/undergraduate/getting-started/entry-requirements/ucas-undergraduate-tariff-points>

(Adapted after www.ibo.org MY IB resources)