



CP Handbook 2025-2026



Career-related
Programme



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European School



Introduction to the IB Career-related Programme (IB CP)

The International Baccalaureate Career-related Programme (IB CP) is an innovative and flexible educational framework designed for students aged 16 to 19 who wish to engage in career-focused learning while gaining a rigorous academic and personal foundation. It blends the values and educational philosophy of the IB with practical, real-world pathways that prepare students for further education, apprenticeships, or employment.

The CP allows students to tailor their education to match their interests, strengths, and future aspirations. Whether aiming to enter the workforce directly, pursue a technical qualification, or continue their studies at university, CP students benefit from a balanced programme that fosters critical thinking, intercultural understanding, and professional readiness.

At the core of the CP is a unique set of components that support both academic and personal development. These include:

- **Personal and Professional Skills (PPS)**
- **Community Engagement**
- **Language and Cultural Studies**
- **Reflective Project**

The academic portion of the CP includes a selection of IB courses that complement the career-related studies, encouraging students to connect their classroom learning with practical, real-world applications.

The CP is ideal for students who:

- Are motivated by applied, hands-on learning.
- Want to specialize in a particular career field while maintaining a broad educational perspective.
- Value international-mindedness, personal growth, and readiness for a global workforce.

By offering the IB CP, the European School reinforces its commitment to providing inclusive, future-oriented education that empowers every student to thrive in a complex and evolving world.

Student and Parent Handbook Key Terms & Acronyms

Term / Acronym	Meaning	Term / Acronym	Meaning
AI Tool Use	Responsible use of AI	Inclusivity & Diversity	Respect for all
Academic Integrity	Honest academic work	International-mindedness	Respect for cultures
Academic Misconduct	Rule violations	LCS	Language & Cultural Studies
Anti-Bullying	Cyberbullying prevention	LD	Language Development
Attendance Policy	Absence/tardy rules	Late Submission	Handling overdue work
BTEC	Business & Tech. Education Council	Lifelong learning	Ongoing education
CE	Community Engagement	M	Merit (BTEC)
CP	Career-related Programme	ManageBac	Learning platform
CP Core	PPS + CE + RP + LD	Mock Exams	Practice exams
CP1	Grade 11 (1st CP year)	P	Pass (BTEC)
CP2	Grade 12 (2nd CP year)	PTA	Parent Teacher Association
CRs	Career-related Studies	Plagiarism	Using others' work
Creative Media	BTEC specialization	Portfolio Development	Work compilation
Critical thinking	Analytical skills	PPS	Personal & Professional Skills
D	Distinction (BTEC)	Practical learning	Real-world application
DP	Diploma Programme	Predicted Grades	Estimated final grades
Ethical decision-making	Integrity in choices	Professional Readiness	Career preparation
ES	European School	PSA	Pearson Set Assignment
Formative Assessment	Ongoing learning feedback	Reflective Learning	Self-assessment
Global Citizenship	Int'l awareness	Reflective Project	RP
HL	Higher Level (DP)	Retake Policy	Retakes/missed work
Hospitality	BTEC specialization	RP	Reflective Project
IB	International Baccalaureate	Safeguarding	Child protection
IB CP / IBCP	IB Career-related Programme	Service Learning	SL (CP Core)
IB DP / IDBP	IB Diploma Programme	SL	Standard Level (DP)
IB Learner Profile	IB student attributes	Summative Assessment	Final evaluation
IBO	IB Organization	U	Unclassified (BTEC)
UCCO	Univ. & Career Counseling Office		



Table of Contents

Introduction to the IB Career-related Programme (IB CP)	2
Student and Parent Handbook Key Terms & Acronyms	3
Table of Contents	4
About European School	6
Our Mission	6
Our Values	6
Global Citizenship	7
About IB	8
IB Mission Statement	8
About Career-related Programme	8
What the CP offers students	8
About BTEC and Pearson	9
What is BTEC?	9
Who is Pearson?	9
Core Values of BTEC and Pearson	9
BTEC within the IB CP Framework	10
Purpose of the Student/Parent Handbook	10
Key Contacts for the IB Career-related Programme (CP)	11
Academic Calendar Overview: IB CP 2025–2026	12
Why Choose the CP at the European School?	13
IB Learner Profile	14
Structure of the IB Career-related Programme (CP)	16
Programme Model of IB Career-Related Programme	17
How CP Certification Is Achieved	19
Bilingual CP certificates	19
DP Subjects offered at European School of	19
Levels of Study: Standard Level (SL) & Higher Level (HL)	20
CP vs DP vs Course Candidate	21
IB Career-related Programme (CP)	21
How is the IBCP assessed?	22
IB Diploma Programme (DP)	22
IB Course Candidate	22
Career Related Studies at the European School	22
Pearson BTEC Level 3 Subsidiary Diploma: Creative Media & Hospitality	22
BTEC Level 3 Subsidiary Diploma in Creative Media	23
Purpose and Progression	23
Assessment and Structure	23
Key Learning Outcomes	23
BTEC Level 3 Subsidiary Diploma in Hospitality	24
Purpose and Progression	24
Assessment and Structure	24
Key Learning Outcomes	25
CP Core	25
Reflective Project (RP)	25
Aims of Reflective Project	26
Reflective Project (RP) Requirements	26
Time Requirements	27
Assessment	29
Reflective Project (RP) Format Options	29
Additional Requirements for the Reflective Project (RP)	29
Learning Journal	30
Reflective Project (RP) Presentation	31
Written Reflection (RP/FRF)	32
Viva Voce	32
Language and cultural studies	33



Aims of Language and Cultural Studies.....	33
Language and Cultural Studies Learning Outcomes.....	33
Community engagement	34
Aims of Community Engagement (CE)	35
Community Engagement (CE) Learning Outcomes	35
Personal and Professional Skills	38
Aims of Personal and Professional Skills	38
Learning Outcomes of Personal and Professional Skills	39
Academic Integrity: A Foundation for Ethical Learning	39
Responsible Use of AI Tools and Academic Integrity Guidelines	40
Use of AI Tools	40
Consequences of Academic Misconduct	41
IB CP Assessment Philosophy.....	42
Types of Assessment in the CP: Formative and Summative	42
IB CP Homework: A Path to Academic and Personal Growth	43
Student Code of Conduct	43
How Grades Are Determined in the IB Career-related Programme (CP).....	44
Reporting Schedule & Report Cards (IB CP)	45
Predicted Grades & Mock Exams	46
Mock Exams.....	46
Assessment & Behavioral Policies	46
Retake & Missed Assessment Policy	46
Late Submission of Work	47
School Procedures & Academic Expectations	47
Attendance & Tardiness Policy	47
Attendance Requirements	47
Parent Engagement and School Partnership Framework	48
Parental Role in Supporting Student Success	48
Parent Teacher Association (PTA)	48
Using ManageBac: A Guide for Parents	49
Parent-Teacher Conferences & Progress Meetings.....	50
Child Protection, Wellbeing, and Anti-Bullying Guidelines.....	50
Child Protection & Safeguarding	50
Anti-Bullying & Cyberbullying Prevention	51
Emotional Support & Counseling Services	51
Safety at the European School	51
Security Guards.....	51
Access Control Systems	52
CCTV Monitoring.....	52
Fire Alarm Systems.....	52
Medical Services	52
Technology & Device Use	53
Dress Code and Uniform Policy	53
Parent & Student Guide to CP2 Core Components (RP, LD, PPS, SL) – Class of 2026	55
Programme Model of IB Career-Related Programme	56
Reflective Project (RP)	57
Formats	57
Assessment.....	58
Personal And Professional Skills (PPS)	63
Language Development (LD)	66
Creating your CP language development portfolio	68
Service Learning	69
References:	72

About European School

European School was founded in 2007, initially offering classes from pre-school to ninth grade. The original purpose in establishing the European School was to provide Georgian children with the opportunity to have access to high quality primary and secondary education with a strong foundation in English. This would give them the chance to succeed both at Georgian and worldwide universities, depending on the educational goals parents had for their children.

The European School quickly became a popular choice for the Georgian community. It proved to be an extremely successful school and experienced rapid growth throughout its first few years. As a result of that success, the founders of the school decided to offer international programs to the students and parents.

In 2009, the European School received authorization to teach in the International Baccalaureate Diploma Programme (DP) which spanned across grade levels 11-12 and became an international IB World School. Later, in 2012, the International Baccalaureate Middle Years Programme (MYP) was introduced to allow children earlier access to an international education. This was followed by the Primary Years Programme (PYP) authorization in 2016.

In 2022, the European School was granted the authorization to offer the IB Career-related Programme (CP) to its students and became the first and only full continuum IB World School in region offering all four programs of the International Baccalaureate: IB PYP, IB MYP, IB DP, and IB CP. Students began to transition into IB programmes rather than seek transfers into other International Schools.

Our Mission

The European School provides an exceptional education in a nurturing and academically challenging environment, inspiring each student to achieve their personal best and become an influential and socially responsible global citizen.

Our Values

Our values-driven international education is expressed through core values that are woven into every academic and extracurricular activity at the European School. We actively promote four values that form the basis of everything we do. They include:

- **Leading through innovation**
- **Pursuing excellence**
- **Growing by learning**
- **Fostering global citizenship**

With these values at our core, we encourage independent learning and empower students to embrace responsibility. Students at ES learn to celebrate diversity in a spirit of understanding and tolerance that helps them become citizens of the world.

Our Commitment is to:

- Offer inclusive, diverse and innovative learning communities
- Develop, support and empower our students intellectually, creatively, socially, physically and ethically in harmony with Georgian culture
- Focus on academic excellence and integrity
- Create lifelong learners

Global Citizenship

With these values at our core, we encourage independent learning and empower students to embrace responsibility. Students at ES learn to celebrate diversity in a spirit of understanding and tolerance that helps them become citizens of the world.



About IB

The International Baccalaureate (IB) is a global leader in international education - developing inquiring, knowledgeable, confident, and caring young people. Our programmes empower school-aged students to take ownership in their own learning and help them develop future-ready skills to make a difference and thrive in a world that changes fast.

IB Mission Statement

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.

About Career-related Programme

The International Baccalaureate® (IB) Career-related Programme (CP) is a framework of international education that incorporates the vision and educational principles of the IB into a unique programme specifically developed for students who wish to engage in career-related learning.

CP students engage with a rigorous study programme that genuinely interests them while gaining transferable and lifelong skills.

The CP originated from a 2006 project led by the International Baccalaureate® in Finland. The project aimed to develop a new programme that combined the IB Diploma Programme courses with career-related studies and a special 'IBCC Core' to integrate the two parts.

After a six-year pilot involving schools from around the world, the IBCC was made available to IB Diploma Programme schools in 2012.

What the CP offers students

The CP provides a comprehensive educational framework that combines highly regarded and internationally recognized courses, from the IB Diploma Programme (DP), with a unique CP core and an approved career-related study.

The CP develops students to be:

- Academically strong
- Skilled in a practical field
- Critical and ethical thinkers
- Self-directed

- Collaborative
- Resilient and determined
- Confident and assured
- Caring and reflective
- Inquirers

The CP helps students to prepare for effective participation in life, fostering attitudes and habits of mind that allow them to become lifelong learners and to get involved in learning that develops their capacity and will to make a positive difference.

The programme aids schools' retention of students, promotes development of skills, and encourages students to take responsibility for their own actions, encouraging high levels of self-esteem through meaningful achievements.

About BTEC and Pearson

As part of the IB Career-related Programme (CP) at the European School, students engage in career-related studies designed to bridge academic learning and professional skills. At our school, these studies are delivered through BTEC qualifications, offered by Pearson, a world leader in education and vocational training.

What is BTEC?

BTEC (Business and Technology Education Council) qualifications originated in the United Kingdom in 1984 and have since become a globally respected pathway for students pursuing both higher education and employment. Today, BTECs are recognized in over 70 countries and trusted by universities, employers, and professional bodies worldwide.

Who is Pearson?

Pearson is the awarding body behind BTEC and is internationally recognized for delivering high-quality, skills-based qualifications. With decades of experience in both academic and vocational education, Pearson supports learners across a wide range of sectors and career pathways.

Core Values of BTEC and Pearson

BTEC qualifications are grounded in values that complement the mission and philosophy of the IB:

- Practical Learning: Students gain real-world experience through coursework designed to reflect workplace tasks and expectations.
- Progression-Focused: Whether aiming for university, employment, or entrepreneurship, BTEC helps students move confidently toward their next goal.
- Accessible and Inclusive: BTEC's flexible structure and assessment options accommodate a wide variety of learning styles and abilities.

- International Recognition: BTECs are widely accepted by universities and employers across the globe, providing students with strong post-secondary options.

BTEC within the IB CP Framework

What Students Gain?

By combining Pearson's BTEC qualifications with the IB CP, students benefit from a well-rounded programme that develops:

- Technical and industry-relevant knowledge
- Collaborative and communication skills
- Critical thinking and ethical reasoning
- Global awareness and adaptability

This unique blend of academic and professional learning prepares students for success in a rapidly evolving world, whether they choose to continue their studies or enter the workforce directly.

Purpose of the Student/Parent Handbook

This handbook has been created to guide students and parents through the expectations, structure, and daily life of the IB Career-related Programme (CP) at the European School. The CP is a dynamic and internationally respected programme that blends academic rigor with real-world, career-related learning. It equips students not only with subject knowledge but also with practical skills, ethical grounding, and global perspectives that prepare them for both higher education and the workplace.

Our goal is to provide clear, accessible information that helps students and families feel confident and supported throughout the CP journey. Inside this handbook, you will find essential information about how the CP is structured, what subjects and career-related studies are offered, and what the core components involve, such as the Reflective Project, Service Learning, and Personal and Professional Skills. It also includes practical guidance on assessments, attendance, behavior expectations, communication procedures, and academic integrity.

Whether you are new to the IB or already familiar with its values, this handbook serves as a dependable reference to support student growth, responsibility, and achievement both in school and in future pathways.

We strongly encourage all students and parents to review this document carefully and use it as a go-to resource. If you need clarification or further assistance, our teachers, CP coordinator, and school leadership team are always available to support you.



Key Contacts for the IB Career-related Programme (CP)

For questions, concerns, or support related to the IB Career-related Programme (CP), please refer to the appropriate contact person below:

Role	Name	Email Address
School Director	Sophio Bazadze	s.bazadze@europeanschool.ge
Principal of International Programs	Brice Bomo	brice.bomo@europeanschool.ge
Head of IB DP/CP	David Kbilashvili	d.kbilashvili@europeanschool.ge
IB CP Coordinator	Nino Sachaleli	nino.sachaleli@europeanschool.ge

Academic Calendar Overview: IB CP 2025–2026

Timeframe	Event / Task	CP1	CP2
Early September	Start of Classes	Beginning of the academic year	Beginning of the academic year
September	CP Orientation Week	Introduction to CP programme	Presenting draft versions of assigned summer tasks BTEC PSAs
October	Academic Activities	Formative/Summative tests/ Assemblies	Formative/Summative tests/ Assemblies BTEC PSAs
November	Academic Activities	Formative/Summative tests/ Assemblies	Formative/Summative tests/ Assemblies BTEC PSAs
December	Academic Activities	Semester-End Exams (CP & DP) CP1 Final assessments for Fall Semester	CP2 Presenting CP Core elements and major assessments draft versions BTEC PSAs
	Report Cards	Distributed after exams	Distributed after exams
	Parent-Teacher Conference 1	Conference to review CP1 progress	Conference to review CP2 progress
January	Academic Activities	Formative/Summative tests/ Assemblies	Formative/Summative tests/ Assemblies BTEC PSAs
February	Academic Activities	Formative/Summative tests/ Assemblies	Mock Exams (DP Subjects) & BTEC Simulated IB exams for preparation and predicted grades BTEC PSAs
			Parent-Teacher Conference 2 Conference to review academic progress and exam readiness
March	Academic Activities	Formative/Summative tests/ Assemblies	IB deadlines, Major Assessments & BTEC BTEC PSAs Reflective Project Presentation
April	Academic Activities	Formative/Summative tests/ Assemblies	Final Internal Deadlines (CP Core & BTEC) Completion of Reflective Project and BTEC PSAs, CP ore Getting Ready for DP exams
May	Academic Activities	Formative/Summative tests/ Assemblies	IB Final Examinations (DP Subjects) Official IB exams for selected DP subjects
			BTEC Pearson Results Release of official BTEC results
June	Final Exams Final Reports & Year-End Closure	Final Exams End-of-year assessments for Grade 11 Presentation of RP draft	Graduation Event
		Final Reports & Year-End Closure Report cards and Parent-Teacher Conference 2, academic year ends	
July	Activities	Holidays	Getting IB Results

For more details about the calendar and holidays, please visit our website – www.europeanschool.ge



Why Choose the CP at the European School?

The European School is proud to offer the IB Career-related Programme (CP), providing a dynamic and future-focused pathway for students who want to combine academic learning with practical, career-oriented studies. Since introducing the CP, we have developed a program that reflects the needs of modern learners - one that balances academic challenge, real-world relevance, and personal growth.

Our CP teaching team includes experienced IB educators and professionals with strong backgrounds in both academic and vocational education. Many of our staff are also trained in the delivery of BTEC Pearson qualifications, ensuring that students receive high-quality instruction aligned with international standards. In every subject, teachers promote critical thinking, ethical decision-making, and global citizenship core principles of the IB.

Students in the CP benefit from a customizable program that blends IB Diploma Programme (DP) courses, career-related studies (BTEC), and the IB CP core. This integrated structure supports students in developing not only subject knowledge, but also the transferable skills needed in university, the workplace, and beyond.

Our University and Career Counseling Office (UCCO) works closely with CP students to ensure they are well-prepared for life after school, whether they plan to pursue higher education, enter the workforce, or follow a specialized professional path. The guidance is personalized, from selecting the right subject combinations in Grade 11 to building strong applications and resumes in Grade 12.

Graduates of the CP at the European School are equipped with the confidence, skills, and qualifications to succeed in a rapidly changing global landscape. Whether continuing their studies or launching their careers, they leave our program with a clear sense of purpose and a strong foundation for lifelong success.

IB Learner Profile

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

Each of the IB's programmes is committed to the development of students according to the IB learner profile.

The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective.



IB learner profile

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 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 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, 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 experience. 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.

Structure of the IB Career-related Programme (CP)

The IB Career-related Programme (CP) is built around three interconnected elements that reflect both academic rigor and real-world application:

1. **Career-related studies**
2. **Diploma Programme courses**
3. **The CP core**

At the heart of the CP is the **IB Learner Profile**, which promotes international-mindedness and lifelong learning.

1. Career-related Studies

This is the cornerstone of the CP, allowing students to focus on a specific professional or technical field such as business, information technology, healthcare, or the arts. These studies are provided by the school or external accredited partners and are designed to develop practical, hands-on skills and industry knowledge.

2. CP Core

The CP core helps students develop personal and professional skills essential for success in further education, training, or the workplace. It consists of four interconnected components:

- **Personal and Professional Skills (PPS):** Develops skills such as communication, ethical decision-making, intercultural understanding, and goal setting.
- **Community Engagement:** Encourages community engagement and reflection through experiential learning.
- **Language and Cultural Studies:** Broadens students' communication skills and enhances cultural awareness, regardless of their proficiency level.
- **Reflective Project:** A structured piece of academic work that explores an ethical issue related to the student's career-related studies, fostering critical thinking and independent research.

3. Diploma Programme Courses

Students select a minimum of two IB courses from any subject group. These courses support academic growth and help students meet university entrance requirements, while also enriching their career-related pathway.

Programme Model of IB Career-Related Programme



Note. Adopted from IBO (www.ibo.org)

10 Reasons



Career-related Programme

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 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.

10



Become an independent learner

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

6



Learn about different cultures

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

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.

9



Develop essential life skills

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

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.



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How CP Certification Is Achieved

To achieve a CP certificate, a candidate must meet all of the following requirements.

- The school has confirmed that the candidate has completed the specified career-related study.
- The candidate has been awarded a grade 3 or more in at least two of the DP courses.
- The candidate has been awarded at least a D grade for the reflective project.
- The school has confirmed that all personal and professional skills, community engagement and language and cultural studies.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Bilingual CP certificates

In addition to the usual certificate, a “bilingual certificate” can be awarded to a candidate who completes:

- two DP language courses selected from studies in language and literature with the award of a grade 3 or higher in both a DP language course from studies in language and literature and completes a DP course from individuals and societies or sciences in a response language that is not the same as that taken from studies in language and literature. The candidate must get a grade 3 or higher in both

DP Subjects offered at European School

Group 1: Studies in Language and Literature

- Language A: Literature – English
- Language A: Literature – Georgian

Group 2: Language Acquisition

- Language B: English
- Language ab initio: Spanish

Group 3: Individuals and Societies

- History
- Economics

- Business Management
- Psychology
- Global Politics
- Geography
- Environmental Systems and Societies (ESS)*

Group 4: Sciences

- Biology
- Chemistry
- Physics
- Computer Science
- Environmental Systems and Societies (ESS)

Group 5: Mathematics

- Mathematics: Applications and Interpretation (AI)
- Mathematics: Analysis and Approaches (AA)

Group 6: The Arts

- Visual Arts

Levels of Study: Standard Level (SL) & Higher Level (HL)

As part of the IB Diploma Programme, each subject is offered at either Standard Level (SL) or Higher Level (HL). To meet diploma requirements, students must select three HL subjects and three SL subjects.

- Higher Level (HL) subjects provide more in-depth exploration and require approximately 240 teaching hours over two years. These are ideal for subjects the student is highly interested in or intends to pursue in university studies.
- Standard Level (SL) subjects cover the same foundational content but, in less detail, with around 150 teaching hours and slightly fewer assessment components.

At the European School, certain subjects are only available at Standard Level, in alignment with IB regulations:

- Environmental Systems and Societies (ESS)
- Spanish ab Initio

When choosing subjects and levels, students are encouraged to reflect on:

- Their academic strengths and interests

- Future university or career aspirations
- Advice from subject teachers, the IB coordinator, and the university counseling team

Careful subject selection helps ensure a balanced and personalized academic path that supports each student's long-term goals.

CP vs DP vs Course Candidate

At the European School, students in Grades 11 and 12 have the opportunity to pursue one of three International Baccalaureate (IB) academic pathways: the IB Diploma Programme (DP), the IB Career-related Programme (CP), or the option to become an IB Course Candidate. Each pathway offers a unique structure, designed to support diverse learning needs, personal interests, and future aspirations.

The IBDP is known for its rigorous academic curriculum, which includes six subject groups, three core requirements, and external examinations. It is a great option for students who want a well-rounded education that prepares them for higher education in a variety of fields.

On the other hand, the IBCP is designed for students who want to combine academic studies with career-related learning. It includes a career-related study, a personal and professional skills course, and at least two IBDP courses. It is a great option for students who have a clear idea of their career path and want to gain practical skills and experience in addition to their academic studies.

It is important for students to choose the programme that aligns with their interests, goals, and strengths, as they are more likely to excel and thrive in a programme that they are passionate about.

IB Career-related Programme (CP)

The CP is designed for students who are interested in a career-focused education that still includes academic depth. It combines:

- At least two IB subjects (HL or SL) – [Please, check the DP Subject Guide 2025](#)
- Career-related studies (such as Pearson BTEC courses in Hospitality.)

The CP Core, which includes:

- Personal and Professional Skills (PPS)
- Reflective Project
- Community Engagement
- Language and Cultural Studies

The CP is best suited for students aiming to enter specific industries, attend applied or technical universities, or develop practical and professional skills alongside academic study.

How is the IBCP assessed?

The IB Diploma elements of the IBCP are assessed by written examinations and are then marked externally, the IBCP core components are examined and marked by the school (although the reflective project is moderated by the IB).

BTEC Pearson PSAs and Assessment are being verified by internal and external verifiers.

IB Diploma Programme (DP)

The DP is a rigorous two-year academic programme that includes:

- Six IB subjects (typically three at Higher Level and three at Standard Level)
- The DP Core:
 - Theory of Knowledge (TOK)
 - Extended Essay (EE)
 - Creativity, Activity, Service (CAS)

The DP is ideal for students seeking a strong academic foundation for university. It is widely recognized and respected by top institutions around the world for its depth, balance, and emphasis on critical thinking.

For more information about the IB DP, please contact the DP Coordinator at the European School.

IB Course Candidate

Students may also choose to take individual DP subjects without completing the full diploma or CP framework. This option allows more flexibility and is suitable for students with specific university requirements or personal learning goals. Course candidates receive official IB Certificates for each subject completed.

Each pathway is equally valid, and our counseling team works closely with students and parents to ensure they select the one that best aligns with their academic strengths, career interests, and future university plans.

Career Related Studies at the European School

Pearson BTEC Level 3 Subsidiary Diploma: Creative Media & Hospitality

(360 Guided Learning Hours – Part of the IB Career-related Programme)

As part of the IB Career-related Programme (CP) at the European School, students complete a Pearson BTEC Level 3 Subsidiary Diploma, totaling 360 guided learning hours. This qualification provides students with industry-relevant skills, hands-on experience, and practical knowledge aligned with real-

world careers. At our school, students can choose from two specialized pathways: Creative Media or Hospitality.

BTEC Level 3 Subsidiary Diploma in Creative Media

The Creative Media pathway offers students the opportunity to explore a wide range of media disciplines while developing the practical and technical skills needed for creative careers.

Creative Media spans multiple specialisms from digital video production and graphic design to interactive media and storytelling, but all practitioners share a common goal: to use media to enrich, inform, or influence the world around us.

Before entering the industry, creative professionals must explore and refine different creative media practices. This qualification encourages students to experiment, build confidence, and develop essential skills in communication, problem-solving, and creative thinking.

Purpose and Progression

This qualification is designed for learners who:

- Are interested in pursuing careers in the creative industries
- Wish to progress to higher education in areas such as film, media, design, marketing, or digital production
- Plan to build a portfolio of work demonstrating their ability to meet real-world briefs and creative challenges

The course develops transferable skills that are valuable in a range of professions, including media production, advertising, digital communications, journalism, and more.

Assessment and Structure

The BTEC Level 3 Subsidiary Diploma consists of a carefully selected combination of units that provide both breadth and depth of learning. Students complete internally assessed coursework, with final grades awarded as Pass, Merit, or Distinction based on performance against defined criteria.

Key Learning Outcomes

- Develop technical and creative media skills across a range of platforms
- Learn how to plan, produce, and evaluate creative media projects
- Gain confidence in visual communication, audience engagement, and project management
- Build a professional portfolio to support applications to university or employment

This course equips students not only with industry-relevant knowledge, but also with the creative mindset and confidence needed to succeed in further education or the fast-evolving creative sector.

BTEC Level 3 Subsidiary Diploma in Hospitality

The Hospitality pathway offers students the opportunity to explore a wide range of service and business disciplines while developing the practical and professional skills needed for careers in the hospitality industry. This course forms the career-related study component of the IB Career-related Programme (CP) at the European School and is equivalent to one A Level.

Hospitality spans multiple specialisms from hotel and event management to food service and customer experience, but all practitioners share a common goal: to deliver outstanding service that enriches, welcomes, and supports the wellbeing of others.

Before entering the industry, hospitality professionals must explore and refine different operational and service practices. This qualification encourages students to experiment, build confidence, and develop essential skills in communication, problem-solving, and customer service.

Purpose and Progression

This qualification is designed for learners who:

- Are interested in pursuing careers in the hospitality, tourism, or service industries
- Wish to progress to higher education in areas such as hospitality management, business, or events
- Plan to build a portfolio of work demonstrating their ability to meet real-world service and operational challenges

The course develops transferable skills that are valuable in a range of professions, including hotel management, events coordination, customer service, catering, and more.

Assessment and Structure

The BTEC Level 3 Subsidiary Diploma consists of a carefully selected combination of units that provide both breadth and depth of learning. Students complete internally assessed coursework, with final grades awarded as Pass, Merit, or Distinction based on performance against defined criteria.

The six units that make up this qualification include three mandatory units and three optional units, totaling 360 Guided Learning Hours (GLH):

1. The Hospitality Industry
2. Environment and Sustainability in the Hospitality Industry
3. Customer Service Provision in Hospitality

4. Marketing for Hospitality
5. Recruitment and Selection in Hospitality
6. Industry-related Project in Hospitality

Key Learning Outcomes

- Develop technical and professional hospitality skills across a range of service areas
- Learn how to plan, deliver, and evaluate hospitality operations and events
- Gain confidence in customer service, team collaboration, and operational management
- Build a professional portfolio to support applications to university or employment
- courses.

CP Core

Reflective Project (RP)

The Reflective Project (RP) is an independent, in-depth exploration of an ethical dilemma within a student's chosen career-related field. It represents a culmination of the student's initiative, research, and personal reflection developed over an extended period, capturing their intellectual growth, professional skills, and personal insights gained throughout the Career-related Programme (CP).

Through the RP, students engage deeply with real-world ethical issues relevant to their professional aspirations, thinking critically and reflexively from multiple perspectives, including historical, current, local, and global contexts. This experience encourages students to develop professional communication skills, intellectual discovery, creativity, and ethical decision-making, fostering their identity as future career practitioners.

Students have the flexibility to develop their RP in various formats, including:

- Written essays
- Oral presentations
- Visual presentations
- Audio-visual productions
- Combinations of these methods

Key Features of the Reflective Project:

- An extended piece of independent work exploring an ethical dilemma related to the student's career interests, chosen in consultation with a designated RP supervisor.

- Submissions must not exceed **4,000 words** (including a reflective statement of no more than 1,000 words using the **Reflective Project - Final Reflection Form (RP/FRF)**).
- Students receive supervision support ranging from a minimum of **three hours** to a maximum of **six hours**, including a **viva voce**, which is a concluding interview conducted by the RP supervisor.
- All RPs are submitted to the **International Baccalaureate (IB)** for external assessment.

The RP is not only an academic requirement but also an invaluable opportunity for students to demonstrate their readiness for future academic, professional, and ethical challenges (Reflective project guide (first teaching 2025)).

Figure 1. Reflective Project Influences



Aims of Reflective Project

The reflective project aims 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
- develop the skills of critical and creative thinking.

Reflective Project (RP) Requirements

The Reflective Project (RP) is a compulsory component of the IB Career-related Programme (CP). It provides students the opportunity to engage deeply with an ethical dilemma relevant to their chosen career-related area, demonstrating their critical thinking, research, ethical reasoning, and communication skills.

Project Requirements

- **Ethical Dilemma:**
Students must explore an ethical dilemma within their chosen career field, critically analyzing various perspectives to arrive at a well-reasoned personal stance.
- **Contexts and Perspectives:**
Students must thoughtfully consider how the ethical dilemma affects diverse groups, examining multiple perspectives and contexts in a balanced and informed manner.
- **Research-based:**
Projects must be grounded in thorough research from a variety of credible sources. Students must synthesize information and demonstrate critical engagement with differing viewpoints on the chosen dilemma.
- **Personal Position:**
Students must clearly articulate a personal position on the ethical issue based on reasoned argument, reflecting critically on their assumptions, and carefully considering potential implications for themselves, others, and the broader career field.
- **Clear Communication:**
Regardless of the chosen format, the RP must present ideas coherently, employing appropriate terminology, structure, stylistic conventions, and organizational features suited to the chosen mode of communication.
- **Written Reflection (1,000 words maximum):**
Students must provide a reflective statement (submitted via the **Reflective Project Final Reflection Form (RP/FRF)**), demonstrating critical self-reflection on their research, planning, project development, and overall learning experience. Excerpts from a learning journal can serve as a basis for this reflection.
- **References and Citations:**
The RP must include proper referencing, citations, and a bibliography following a consistent citation style to maintain academic integrity (style MLA).
(Please note: transcripts of audio or visual submissions are required as appendices but are not included in the word count.)

Time Requirements

- **Independent Work:** Students must dedicate at least **50 hours** of self-directed independent work to complete the RP.
- **Supervision:** Each student will receive **3–6 hours** of guidance from their designated RP supervisor. Students will present research findings for feedback prior to finalizing their project.
- **Viva Voce:** Upon completion, students participate in a viva voce (a concluding interview) with their RP supervisor.

Timeline

The Reflective Project is developed throughout the two-year duration of the Career-related Programme, with the final submission occurring in the second year (CP2).

Table 1. Timeline of Reflective Project

CP1- Year 1 Semester 1	
Activity	Due
Understanding the reflective project	By end of September
Reflection/ defining the investigation	By end of October
Investigating the ethical dimensions	By mid-November
The research questions	By end of November
Critical thinking / role of supervisor. Students can start looking and discussing with potential supervisors.	By mid-December
Time and process management	By end of December
CP1- Year 1 Semester 2	
Identify the topic or issue to be explored. Start your RRS on Bulb. Finalize choice of supervisor.	By end of January
Create an initial plan about the format	By Middle of February
Meet with supervisor to discuss progress with issue, dilemma and research question	By end of February
Complete first reflection on RPPF	By end of February
Research- creation of system for note-taking	Beg. of March
Sources Identified	March before mid-term break
Source list complete	March after mid-term break
Finalize research question	March after mid-term break
Literature review of sources and adapt plan if needed	By end of April
Meet with supervisor to discuss literature review	By mid of May
Re-evaluate plan and create final essay outline	By mid of May
CP2- Year 2 Semester 1	
First draft competed	By end of September
Complete checklist before submitting	By end of September
Meet with supervisor to discuss progress	By mid-October
Complete second RPPF	By mid-October
Receive spoken feedback from supervisor on draft	By end of November
CP2- Year 2 Semester 2	
Complete final draft of RP	By end of January
Meet with supervisor	By mid-February
Complete final RPPF	By mid-February
Supervisor confirms its authenticity.	By first week of March
Presentation, Marking and Moderation of RP by supervisors (Last Level Corrections)	By end of March
Submission of RP to IBIS	By 15th of April

Note. Author

Assessment

- All Reflective Projects are submitted to the IB for external assessment.
- Assessment is based on five clearly defined criteria aligned with IB objectives.
- Students must achieve a grade **D or higher** on the RP to be awarded the IB Career-related Programme Certificate.

Reflective Project (RP) Format Options

Students have the opportunity to select from a variety of format options when developing their Reflective Project (RP). The choice of format enables students to effectively communicate their exploration, understanding, and personal stance on their chosen ethical dilemma, enhancing student engagement and skill development relevant to future academic or professional pursuits.

Available Format Options

Students may select from the following modes of communication:

- **Written Formats:**
Products conveying ideas and information through written text. These do not include audio or visual elements.
- **Visual Formats:**
Products conveying ideas and information through images, diagrams, photography, or video (moving images).
- **Audio Formats:**
Products conveying ideas and information exclusively through recorded sound (e.g., podcasts or audio presentations).
- **Audio-visual Formats:**
Products combining visual elements (still or moving images) and audio to convey ideas (e.g., short films, documentaries, narrated presentations).

Selecting a Format

Students are encouraged to choose a format that:

- aligns with their interests, preferences, and existing skills.
- resembles a professional or academic communication product typically used in their intended career field.
- appropriately suits the ethical dilemma being explored.

All formats must effectively and clearly communicate the student's research findings, personal reflections, and critical analysis of the ethical dilemma.

Additional Requirements for the Reflective Project (RP)

In addition to the formally assessed Reflective Project (RP), all students are required to maintain a **Learning Journal** throughout their RP journey. This journal, while not assessed, plays an essential

role in guiding the student's reflective process and ensuring authenticity and depth in their final submission.

Learning Journal

The Learning Journal provides students with:

- An ongoing record of reflective thinking and learning experiences throughout the RP journey.
- Support for planning, developing, and organizing the RP.
- Evidence to demonstrate authenticity of student work during the assessment process.
- A valuable resource for reflection and discussion during the **viva voce** (final interview).

Format of the Learning Journal

Students may select any format or combination of formats for their Learning Journal, depending on their personal preferences. Accepted formats include:

- Written journals (e.g., notebooks, diaries)
- Digital journals (e.g., blogs, online platforms)
- Visual journals (e.g., sketches, mind maps, diagrams)
- Audio journals (e.g., voice recordings, podcasts)
- Multimedia journals combining written, visual, audio, or digital elements

The school may provide templates, reflection prompts, or suggested frameworks to help structure journal entries and encourage meaningful reflection.

Using the Learning Journal

The Learning Journal should be maintained consistently throughout the RP development process, capturing:

- Initial ideas and brainstorming
- Research notes and summaries
- Development of critical thinking, decision-making, and problem-solving skills
- Personal reflections on challenges, growth, and skill development
- Drafts and outlines of the RP
- Feedback from supervisors and peers, and subsequent responses or revisions

Students are encouraged to draw upon excerpts from their journal to support the creation of their Reflective Project, particularly when preparing additional written components for audio, visual, or audio-visual submissions, as well as for the final written reflection (**RP/FRF**). Selected journal excerpts may also be used to demonstrate research, critical analysis, self-management, and communication skills.

The Learning Journal is fundamental in fostering deep and authentic reflection throughout the RP journey, helping students articulate their learning experiences clearly and thoughtfully.

Reflective Project (RP) Presentation

Upon completing an initial draft of the Reflective Project, students are required to deliver a short oral presentation. The presentation provides students with a valuable opportunity to clearly articulate their research findings, share preliminary conclusions, and gather feedback from supervisors, peers, mentors, or other school and community members.

Presentation Details

- **Length:** Maximum of **10 minutes**.
- **Audience:** Peers, RP supervisors, mentors, or relevant community members.
- **Format:** Flexible students may use presentation software, visual aids, or deliver the presentation orally without additional materials.

Content Focus

The presentation should address the following areas clearly and concisely:

- **Ethical Dilemma:**
 - Identify the ethical dilemma and its relevance to the selected career field.
 - Provide context and discuss multiple perspectives considered.
- **Research Undertaken:**
 - Summarize the research methods and resources used.
 - Present key findings from research.
- **Analysis and Personal Position:**
 - Explain how research analysis has influenced the student's understanding of the dilemma.
 - Clearly state the student's personal position on the ethical dilemma, explaining how it was reached.
 - Reflect on potential impacts of this position on the student, others, or the broader field.
- **Future Implications:**
 - Consider how the insights gained through this project might influence the student's future career or educational goals.

Feedback and Purpose

While the presentation is mandatory, it is **not formally assessed**. Its purpose is to:

- Encourage students to organize and clearly communicate their ideas and arguments.
- Provide an opportunity for constructive feedback, enabling students to clarify, refine, and strengthen their RP prior to the final submission.

Important:

Feedback received during the presentation stage should inform improvements; however, the final Reflective Project submission must reflect the student's own original work and independent analysis.

Written Reflection (RP/FRF)

Each Reflective Project (RP) must include a **final written reflection**, submitted using the **Reflective Project Final Reflection Form (RP/FRF)**. This reflection is an essential component of the RP and is evaluated as part of the formal assessment.

Key Requirements

- The written reflection must be no more than **1,000 words**.
- It must be completed **at the end of the RP process**.
- It is submitted as a **separate, mandatory document** alongside the final RP.
- The RP/FRF must be **uploaded as an individual file** with the project submission.

Purpose

The written reflection allows students to:

- Articulate what they have learned throughout the RP journey.
- Reflect critically on their thinking, research process, and decision-making.
- Demonstrate growth in ethical reasoning, self-awareness, and academic integrity.

Assessment

The written reflection is assessed under **Criterion E: Reflective and Reflexive Practice**. A blank or missing RP/FRF will receive a mark of **0** for this criterion.

Examiners will evaluate:

- The quality and depth of the student's **reflective practice**.
- The student's ability to reflect on their **learning process and final project**.
- The extent to which the student has considered how their own **thinking and actions have evolved** over time.
- Evidence of **critical examination** of both their own and others' decisions, assumptions, and perspectives related to the ethical dilemma.

The written reflection is a crucial component that highlights the student's personal and academic development and ensures authenticity and depth in the final submission.

Viva Voce

After submitting their final Reflective Project (RP), all students will participate in a **viva voce** a concluding interview with their RP supervisor. While not formally assessed by the IB, the viva voce is a **mandatory part of the RP process** and serves several important purposes.

Purpose of the Viva Voce

- Acts as a **final reflective conversation** about the student's learning throughout the RP journey.
- Provides an opportunity to **confirm the authenticity** of the submitted work.
- Encourages students to **articulate and evaluate** their development, choices, and thinking.

- Offers closure to the RP process, reinforcing metacognitive awareness and professional dialogue.

Structure and Format

- The viva voce is typically a **one-on-one interview** conducted by the student's RP supervisor.
- It may be guided by **supervisor prompts** or led by the student, who may use **excerpts from their learning journal** to steer the conversation.
- It is informal in tone but reflective and purposeful in content.

Discussion Topics May Include:

- The student's **process of researching and developing** the RP.
- **Reasons** for choosing the selected **format** (written, visual, audio, or audio-visual).
- **Influences** that shaped their **personal position** on the ethical dilemma.
- How the student **responded to feedback** during the RP journey.
- The student's **self-evaluation** of their final project.
- The **impact** of new learning or understanding on their future academic or career goals.

The viva voce is an important moment for students to synthesize and express the insights gained during the RP experience, reinforcing the values of reflective learning, ethical inquiry, and academic integrity that lie at the heart of the Career-related Programme.

Language and cultural studies

Aims of Language and Cultural Studies

Recognizing that multilingualism and intercultural understanding are cornerstones of international-mindedness, which is at the core of the IB mission, and that multilingualism is a fact, a right and a resource, **LCS aims to create opportunities for students to:**

- explore and expand their linguistic and cultural repertoires
- develop curiosity, openness and empathy through awareness and appreciation of linguistic and cultural diversity, locally and globally
- develop transferable knowledge, skills and attitudes for present and future study, work and leisure

Language and Cultural Studies Learning Outcomes

With the goal of expanding their linguistic and cultural repertoires, students will be able to:

- **LO1 - Articulate how personal identity is shaped by engaging with languages and cultures and diverse perspectives**
- **LO2 - Identify their own strengths and aspirations, set personally relevant goals, and monitor their multilingual and intercultural learning through ongoing reflection**
- **LO3 - Apply communication skills and understandings to various contexts**

- **LO4 - practise reflexivity and develop self-awareness as communicators within and across languages and cultures.**

Community engagement

Community engagement (CE) offers opportunities for students to learn in, from and with communities as well as to apply knowledge and skills acquired in other areas of learning.

CE invites students to engage with communities in dialogic, reciprocal reflective and reflexive ways, and to expand their understanding from a personal to a relational to a systems dimension. Students engage in an inquiry-based process of exploring and preparing, relating and acting, evaluating and sharing that is aimed at responding to relevant opportunities and challenges identified both by and with communities. Through this process, students:

- develop and apply critical- and creative-thinking skills, social and affective skills, and ethical reasoning
- reflect on their positionality, develop the ability to build reciprocal relationships, and engage in place-based learning
- gain a deeper understanding of local and global issues, and develop the ability to manage complexity
- develop a sense of individual and collective responsibility and agency, and the capacity to become active participants in bringing about that for which they and their communities hope.

In these ways, CE provides a foundation for engaging in compassionate, informed and responsible action, and prepares students for the complex challenges they may face in the present and future. The relationships between students and the community are central to CE. CE places value on solidarity as a central principle to action-oriented pedagogies, and requires students and all participants to approach engagement with a spirit of humility, openness and critical curiosity.

CE aims to contribute in positive ways to all participants.

- Students will grow personally through experience and relationships; they will continue developing academic, civic, social, cognitive and affective skills, knowledge and understanding; and they will discover, develop and consolidate attitudes and values (e.g. openness, solidarity, compassion).
- Teachers, who are positioned as both mentors and co-learners, will be constructing meaning together with students and are likely to gain deeper understanding of themselves, their students and their communities.
- The community will engage in reciprocal collaboration that responds to relevant opportunities and challenges, and has the potential to contribute to developing collective capacities and to the well-being of the community and the larger (ecological and social) systems in which it is embedded.

CE should be experienced and demonstrated as sustained for the duration of the students' Career-related Programme (CP).

Aims of Community Engagement (CE)

The aims of CE are for students to:

- build relationships and engage in reciprocal collaborations that contribute to individual and collective well-being
- develop awareness of the complexity of, and appreciation for, the diverse ways of knowing, doing and being
- cultivate compassionate integrity, ethical solidarity and active hope
- embrace reflective and reflexive practice as tools for building a cognitive and affective foundation that supports lifelong learning and global citizenship.

Community Engagement (CE) Learning Outcomes

Through meaningful and purposeful engagement with community, students develop the necessary skills, attributes and understandings that will enable them to demonstrate the following:

- **LO1 - Foster reciprocal and dialogic engagement**
- **LO2 - Explore systems, and develop awareness of their roles within these**
- **LO3 - Develop, articulate and enact ethical thinking and action**
- **LO4 - Engage in reflective and reflexive practice**

The four learning outcomes articulate what CP students are able to do at some point during their CE journey. These outcomes are not linear or fully discrete but interconnected. They focus on the learning and engagement process, and they may be evidenced at any point during the students' CE journey.

The learning outcomes are derived from, and embed, the three principles of engagement: **dialogue, reciprocity, reflection and reflexivity** (see the section "Principles of engagement"). They enable students to demonstrate their expanding understanding of community through the three dimensions: **personal, relational and systems** (see the section "Dimensions of community"). In this way, the learning outcomes support authentic learning engagements.

Active Engagement in and with the Community

Duration and Commitment

It is recommended that students aim for longer-term or more indefinite engagements. Substantial duration enables the forming and maintaining of reciprocal partnerships. It also provides the time needed for students, teachers/schools and communities to explore issues together, to co-create understandings and visions, to decide the courses of action (or inaction) collaboratively, to undertake joint action, to reflect and evaluate together, and to share learnings.

However, it must be acknowledged that CE is complex and the process may be “messy”, with intentions and efforts that are not always matched by outcomes. Therefore, some intended engagements may not come to fruition and, as a consequence, more “isolated” engagements may occur as part of a student’s CE journey.

In certain contexts or for certain students, shorter-term engagements may be appropriate, allowing for flexibility to exercise solidarity and provide immediate responses (e.g. in the event of crises or natural disasters), to accommodate learner variability (e.g. differences in how relationships can be established; prior experience with CE) and/or to adopt approaches that may be most appropriate in responding to specific, relevant challenges with specific communities or community members (e.g. working across communication barriers; collaborating with other community groups or organizations for a coordinated approach).

From the student perspective, commitment and coherence can be obtained in various ways. For example, long-term relationship and engagement with the same community, though possibly with differing focuses over time; engagements that may take different forms and may even involve different community partners, but that are connected to the same or a similar focus area within which the relevant challenge or opportunity is identified.

Focus of CE

CE is undertaken in response to a relevant opportunity or challenge, where relevance is jointly defined by the student and community. Students explore their own interests and aspirations. They also have to step back to identify and understand, in dialogue and collaboration with communities, relevant opportunities or challenges to which they can meaningfully contribute.

Sources of inspiration for students as they identify areas of interest to develop their engagements may include, but are not limited to the following:

- Personal interests and experiences (e.g. online environments, interactions with friends or neighbours)
- Prior learning and engagement with communities that they would like to expand and enhance in the context of the CE core component (e.g. service as action in the Middle Years Programme (MYP), volunteering activities)
- Learning in other parts of the programme (e.g. career-related studies (CRS), other core components, Diploma Programme (DP) subjects)
- Participation in an internship or work placement

Relevant opportunities and challenges may revolve around various aspects and topics related to focus areas, including but not limited to the following:

- **Civic and social:** Social justice and equity; human and civil rights; social cohesion; advocacy; civic leadership and civil discourse
- **Power and governance:** Power structures; citizenship; institutions; democracy; conflict resolution; globalization and interdependence
- **Nature and the environment:** Ecological justice; climate change; biodiversity; nature rights

- **Health and well-being:** Individual physical and mental health; well-being of communities; planetary health
- **Artistic and cultural traditions, endeavours and practices:** Linguistic and cultural diversity; engaged art; artistic freedom and censorship; language ideologies and language rights
- **The world of work and innovation:** Equity in the workplace; social innovation; corporate responsibility and social entrepreneurship

Table 2. Forms of Engagement

Form of Engagement	Definition
Community-building and organizing	Bringing people together to pursue a shared interest and work collaboratively towards change; enhancing a social unit or sense of community among groups/individuals who live in the same area or have common interests through engaging in decision-making and organizing to act collectively to address issues.
Participation	Participating in the formal or informal work of communities, voluntary organizations, etc. to work towards achieving goals related to issues that are relevant to both communities and students, and showing commitment to contributing as individuals and as members of a group.
Advocacy	Acting individually or collectively with the consent of, and in collaboration with, the community to publicly support positive social, environmental or humanitarian change through tangible products or engagements that use persuasion and dispersal of accurate information, and aim to lead others into taking action.
Community-based learning and research	Recognizing community partners as knowledge holders and actively and dialogically engaging with them to learn from them and/or collaboratively carry out research with the community that creates and disseminates knowledge and/or creative expression. It is intended to apply the newly acquired knowledge and understandings to further illuminate issues that are relevant to the student and community partner and possibly inform further action.

Note. Adopted from Community engagement guide (first teaching 2025)

This is not an exhaustive or prescriptive list, and the different forms of engagement may intersect and interact. The various forms of engagement:

- may occur in the context of varied communities: personal (e.g. family, elders); professional (e.g. through internships or work placements); local (e.g. neighborhood associations); global (e.g. international youth organizations) (see also the “Defining community” section)
- may be undertaken by students individually or as a group in collaboration with communities. Students can be encouraged to engage in more than one form of engagement during their CE journey, in order to experience a variety of approaches and challenge themselves in appropriate ways.

A wide range of levels or modes of interaction can be mediated by digital technologies, as in the following examples.

- Using online forms to survey the community on opportunities and challenges for collaboration
- Using web pages or blogs to collect the progress of projects and to inform all participants
- Virtual story hours for younger students
- Organizing joint advocacy campaigns with communities in other locations
- Using virtual platforms to connect with own communities when studying abroad and participating in community-building and organizing activities
- Setting up a “live” interactive online language-learning platform to improve the oral proficiency of language students who do not have options to travel to countries or regions where the language they are studying is spoken; this enables students to practice the language, but also to gain a deeper understanding of other educational cultures, pedagogical styles and methodologies.

Personal and Professional Skills

Personal and Professional Skills (PPS) Course Overview

The Personal and Professional Skills (PPS) course empowers students to shape their own personal and professional pathways, equipping them with essential skills for lifelong success. Through a focus on inquiry-based learning, the course builds students’ confidence and capacity to navigate an increasingly complex and dynamic world.

Throughout the course, students will:

- Develop and apply transversal skills across diverse real-world contexts
- Explore and deepen their understanding of key concepts related to personal and professional growth
- Consider, respect, and value a wide range of perspectives
- Cultivate habits of reflection and adaptability, becoming lifelong learners capable of influencing and responding to change

The PPS course lays a strong foundation for students to become self-aware, globally minded, and future-ready individuals.

Aims of Personal and Professional Skills

The PPS course provides students with the opportunity to develop the necessary skills to forge their own pathways, personally and professionally, throughout their lives. Students gain the confidence to navigate the complexities of a challenging world, both now and in the future.

Through inquiry, students will:

- develop and apply transversal skills in a range of contexts
- explore and understand a variety of concepts related to their own personal and professional development

- consider, understand and value diverse perspectives
- become reflexive lifelong learners who can influence, manage and respond to change.

Learning Outcomes of Personal and Professional Skills

The learning outcomes of the Personal and Professional Skills (PPS) course define the key competencies students are expected to develop through active engagement with the course. These outcomes reflect the broad, transferable skills necessary for students to succeed in both personal and professional contexts.

By the end of the course, students are expected to demonstrate competency in the following five learning outcomes:

- **LO1 – Develop and apply intrapersonal skills in a variety of contexts**
- **LO2 – Develop and apply communication and interpersonal skills in a variety of contexts**
- **LO3 – Develop and apply thinking skills in a variety of contexts**
- **LO4 – Develop and apply intercultural understanding in a variety of contexts**
- **LO5 – Demonstrate an awareness of the ethical implications of one’s choices and actions on self and others**

These learning outcomes are designed to be ongoing and sustained throughout the course. They are demonstrated through participation in learning engagements and evidenced in a student-curated portfolio that tracks growth and development over time.

Additional information and guidance on how to evidence the learning outcomes can be found in the “Evidencing and Monitoring” section of this guide.

Schools are responsible for monitoring and evaluating student progress in relation to these outcomes. Teachers are encouraged to adopt a range of formative and dialogic assessment strategies to support student learning and ensure meaningful progress toward achieving the course outcomes.

Academic Integrity: A Foundation for Ethical Learning

At the European School, academic integrity is a fundamental principle and a core value of the IB Diploma Programme. It involves making responsible choices that reflect honesty, ethical behavior, and accountability in all academic tasks.

Students are expected to:

- Submit work that is their own and genuinely reflects their efforts
- Properly credit all sources using the MLA citation style
- Avoid dishonest practices such as plagiarism, collusion, duplicating assignments, or falsifying information
- Clearly understand the difference between acceptable collaboration and academic dishonesty

Upholding academic integrity fosters a culture of trust and fairness within the school community. It also helps students develop into principled individuals who carry these values into higher education and future careers.

Responsible Use of AI Tools and Academic Integrity Guidelines

Use of AI Tools

Students may use artificial intelligence (AI) tools, such as: ChatGPT, image generators, or writing assistants for limited purposes like brainstorming ideas or supporting research. However, any content produced using AI, whether it is text, images, or data, must be fully and transparently cited within the body of the work and in the works cited section.

To properly acknowledge AI-generated material, students must include:

- The name of the AI tool used
- The prompt or input that generated the content
- The date it was created

Failing to cite AI-generated content is considered plagiarism and academic misconduct. It is important to note that the IB does not recognize AI-generated content as original student work, and it may not be submitted in place of a student's own analysis, ideas, or writing.

AI tools are intended to enhance learning, not replace a student's personal thinking, reasoning, or voice.

Examples of AI Misuse Include:

- Copying or paraphrasing AI-generated content and submitting it as your own.
- Using AI to write full or partial responses for assessments without adding your own ideas, analysis, or evaluation.
- Failing to cite or acknowledge AI tools when they are used as sources of information.
- Submitting false or misleading references or bibliographies.
- Generating images, videos, or other media using AI tools (including "deep fakes") to misrepresent your work.
- Using AI to impersonate yourself or others in online assessments, such as interviews or discussions.

- Solving complex calculations with AI instead of demonstrating your own problem-solving process.
- Using AI to generate programming code, rather than writing and developing it yourself.

Table 3. Potential Indicators of AI misuse

Potential Indicator	Plagiarism	AI Misuse
A default/inconsistent use of American spelling, currency, terms and other localisations*	Y	Y
A default use of language or vocabulary which might not be appropriate to the qualification level*	Y	Y
A lack of direct quotations and/or use of references where these are required/expected~	Y	Y
Inclusion of references which cannot be found or verified	Y	Y
A lack of reference to events occurring after a certain date	Y	Y
Instances of incorrect/inconsistent use of first-person and third-person perspective	Y	Y
A variation in the style, quality and complexity of language evidenced	Y	Y
A lack of graphs/data tables/visual aids where these would normally be expected	Y	Y
A lack of specific local or topical knowledge	Y	Y
The inadvertent inclusion by students of warnings or provisos produced by AI	N	Y
The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay	Y	Y
The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content	N	Y
Overly verbose or hyperbolic language that may not be in keeping with the candidate's style	N	Y
Inconsistencies in the formatting of the text body/headers/etc	Y	Y

Note. Adopted from *Navigating AI for Assessment: VQ Guidance (International & Higher Education, 2024)*

Consequences of Academic Misconduct

Academic dishonesty, including plagiarism, collusion, duplicated work, or improper use of AI is treated with seriousness. The school applies a step-by-step approach to discipline, which may include:

- Resubmitting the assignment
- Receiving a zero on the task
- Writing a reflection essay
- Attending academic or behavioral support sessions

Repeated or serious misconduct may lead to formal disciplinary action, parent conferences, or disqualification of assessment components.

Students who are unsure about how to use sources or AI tools ethically are strongly encouraged to seek guidance. The school's Academic Integrity Policy (available on the website) outlines expectations clearly. Teachers and the librarian are also available to support students in ethical research and referencing practices.

IB CP Assessment Philosophy

The IB Career-related Programme (CP) values fair, transparent, and purposeful assessment that reflects what students know and are able to do, rather than how they perform in comparison to others. All assessments in the CP whether from IB Diploma courses, the Reflective Project, or the career-related study are criterion-referenced, meaning they are measured against clearly defined standards specific to each subject or component.

Assessment within the CP is not only about producing final grades it is a key part of the learning journey. At the European School, assessment is used to:

- **Support student development** through meaningful, timely feedback
- **Promote self-reflection** and continuous improvement
- **Measure progress** in line with IB expectations and career-related goals

The CP encourages the development of academic skills, real-world problem-solving, and ethical thinking, empowering students to become confident, reflective learners who are well-prepared for university, apprenticeships, or professional careers.

Types of Assessment in the CP: Formative and Summative

At the European School, both **formative** and **summative** assessments are used across the CP to guide student learning and monitor progress:

- **Formative Assessments** are informal and ongoing. They help students build skills, receive constructive feedback, and reflect on their learning. These assessments do not contribute to final grades but are essential for personal growth and skill mastery.
Examples include: reflections, skill-based tasks, project outlines, discussions, and in-class checks for understanding.
- **Summative Assessments** are formal evaluations conducted at the end of a learning phase or project. These tasks are graded and contribute to final marks in IB subjects, the Reflective Project, or the career-related study. They are aligned with clear IB or provider-specific assessment criteria.
Examples include: research reports, presentations, final essays, performance tasks, and unit exams.

By using both formative and summative assessments, the CP ensures that students are supported throughout their educational journey while being equipped for the rigors of external assessment and real-world challenges.

IB CP Homework: A Path to Academic and Personal Growth

Students enrolled in the IB Career-related Programme (CP) are generally expected to complete approximately **15 hours of homework per week**. These tasks are carefully designed to support and enhance the overall learning experience, and they serve several important educational purposes:

- To reinforce and consolidate knowledge and skills introduced during class sessions.
- To prepare students for upcoming lessons by engaging with relevant content in advance.
- To encourage the use of independent learning resources, including digital tools and library materials, helping students build research and information-gathering skills.
- To provide opportunities for assessment, allowing both students and teachers to monitor progress and identify areas for improvement.
- To foster personal development, including self-discipline, effective study habits, and strong time management abilities.

Students are expected to:

- Check ManageBac daily for tasks, deadlines, and assessments.
- Submit all work through ManageBac (unless otherwise instructed).
- Plan ahead and seek clarification from teachers when needed.

Submissions via email, chat apps, or paper will not be accepted unless explicitly allowed by the teacher.

These expectations promote accountability and smooth academic progress.

Student Code of Conduct

Students at the European School are expected to demonstrate **respect, responsibility, and integrity** in all school-related settings classrooms, school events, breaks, and trips.

General Conduct Guidelines

Students must:

- Arrive on time, prepared and ready to learn
- Show respect to peers, teachers, and staff

- Follow instructions without disruption
- Use devices only with teacher permission
- Respect school property and shared spaces
- Use appropriate language at all times

Unacceptable Behaviors Include:

- Repeated tardiness or unexcused absences
- Disruptive or disrespectful behavior
- Academic dishonesty (see Academic Integrity section)
- Unauthorised use of mobile phones or devices
- Bullying, harassment, or discrimination
- Damaging property
- Possession of tobacco, alcohol, drugs, weapons, or offensive items

Consequences of Misconduct

Depending on the severity and frequency, consequences may include:

- Verbal or written warnings
- Parent-teacher meetings
- Community service or in-school suspension
- Temporary removal from classes or school activities
- Referral to school leadership or school director

By understanding and following these guidelines, students help create a respectful and productive learning environment for all.

How Grades Are Determined in the IB Career-related Programme (CP)

At the European School, student grades in the IB Career-related Programme (CP) are primarily based on summative assessments aligned with official IB criteria (for DP subjects), Pearson BTEC grading standards (for career-related study), and school-developed rubrics (for CP core components like Personal and Professional Skills and the Reflective Project).

While formative tasks, such as quizzes, reflections, and classwork are essential for supporting learning and skill development, only summative work contributes to final report card grades. Summative tasks may include essays, projects, tests, investigations, presentations, and final unit assignments, depending on the subject or component.

In Grade 11, CP students receive two report card grades: one at the end of the fall semester and one at the end of the spring semester. These two grades are averaged to produce the final Grade 11 mark, which helps track student progress and inform predicted grades in Grade 12, particularly for university applications and post-secondary planning.

Reporting Schedule & Report Cards (IB CP)

Student achievement in the CP is tracked and communicated regularly through ManageBac and formal report cards, issued twice per year:

- December (Fall Semester)
- June (Spring Semester)

Report cards reflect performance based solely on summative assessments, aligned with the relevant assessment criteria (IB, BTEC, or CP Core). Each report includes:

- Grades for individual IB DP courses (on the 1–7 IB scale)
- BTEC or career-related course grades (Pass, Merit, Distinction, Unclassified)

Table 4. BTEC Pearson Grading Criteria

GRADE	Unit size 60 GLH
UNCLASSIFIED	0
PASS	6
MERIT	10
DISTINCTION	16

Note. According to the BTEC guide

- Progress on CP Core components: Personal and Professional Skills, Reflective Project, Language and Cultural Studies, Community Engagement
- Teacher comments and feedback on academic performance and growth
- Notes on student engagement, time management, and overall progress

Predicted Grades & Mock Exams

Predicted Grades

Predicted Grades are teacher estimates of the final IB scores a student is expected to achieve in each subject. These predictions are submitted to the International Baccalaureate (IB) in October of Grade 12 and are a key component of many university admissions decisions.

At the European School, Predicted Grades are based on a range of evidence, with particular emphasis on:

- Academic performance throughout Grade 11
- Report card grades
- Consistency and quality of summative assessments
- Effort, engagement, and progress over time

These grades are intended to reflect the student's most likely outcome based on current achievement and trajectory.

Mock Exams

Mock Exams take place in February of Grade 12 and are designed to replicate the experience of sitting for the final IB examinations in May. They provide students with the opportunity to:

- Practice exam techniques under timed, formal conditions
- Experience the structure and expectations of real IB papers
- Receive detailed feedback for academic growth

Mock Exam results also serve as an important data point for teachers when finalizing predicted grades and making internal academic decisions.

Assessment & Behavioral Policies

Retake & Missed Assessment Policy

At the European School, retakes for summative assessments or late submissions are permitted only in cases of extenuating circumstances, such as illness or emergencies. All such cases must be supported with official documentation.

To be eligible for a retake:

- A valid medical note or official documentation must be submitted.
- The DP Coordinator and/or Homeroom Teacher must be informed and approve the absence.



- The retake must be scheduled promptly upon the student's return and must reflect the same level of difficulty and expectations as the original assessment.

If no valid documentation is provided, the student will receive a grade of 0 for the missed task. Verbal explanations, informal messages, or parent notes are not sufficient to excuse an assessment absence.

This policy ensures fairness and academic integrity for all students.

Late Submission of Work

Meeting deadlines is an essential part of academic responsibility in the IB Diploma Programme. Students are expected to:

- Submit all assignments on time via ManageBac (unless otherwise instructed by the teacher).

If a task is submitted late without valid justification:

- The subject teacher will determine the consequence, which may include:
 - Point deductions
 - Loss of feedback opportunities
 - Receiving a grade of zero

If illness or emergency prevents a timely submission, proper documentation must be provided, and the teacher must be notified in advance or as soon as possible.

School Procedures & Academic Expectations

Attendance & Tardiness Policy

Regular attendance is critical for success in the IB Programme.

Attendance Requirements

- **Minimum 90% attendance** required per subject per year.
- Up to **10% of absences may be unexcused**; exceeding this may require **additional assessments**.
- Up to **30% of absences may be excused** with valid official documentation (e.g., doctor's note).

Excusing Absences:

- Parents/guardians must report absences through **ManageBac** in advance or on the day.
- Verbal messages, texts, or informal emails are **not accepted**.
- Any absence not excused in ManageBac will be treated as **unexcused**.

Tardiness:

- Students arriving within the **first 10 minutes** of class will be marked **late**.
- Arriving **after 10 minutes** will result in being marked **absent** for the lesson.
- Frequent tardiness will lead to intervention and may affect academic standing.

Parent Engagement and School Partnership Framework

Parental Role in Supporting Student Success

Parents play an essential role in supporting their child's success at school. This includes helping students follow the school's disciplinary policy, maintain punctuality, adhere to the dress code, and behave appropriately in class and on campus.

Parents are encouraged to:

- Stay in consistent contact with homeroom teachers, subject teachers, and coordinator.
- Understand and adhere to the school's discipline policies.
- Reach out to the school administration with any concerns about their child's behavior or academic development.
- Regularly track their child's progress through ManageBac (parent training will be offered).

Parent Teacher Association (PTA)

The Parent-Teacher Association (PTA) works to improve the school experience for students and families at the European School. Its core goals are to:

- Encourage parental involvement in school activities and events.
- Strengthen relationships between parents, students, staff, and school leadership.
- Serve as a communication bridge between families and the school administration.

The PTA helps organize social and fundraising events that foster community spirit and support educational initiatives. Monthly PTA meetings are held, and all parents are welcome to attend and participate in discussions.

Every parent becomes a PTA member upon student enrollment. To manage PTA projects, a PTA Committee is elected annually. The school has three PTA committees:

- Georgian PTA
- IB PTA

- AHS PTA

Each is led by a parent Chairperson elected for a one-year term. Parents are warmly encouraged to get involved and share ideas. For more information, please contact your PTA coordinators.

Using ManageBac: A Guide for Parents

ManageBac is the digital platform used at the European School to support the International Baccalaureate (IB) programmes, including the Career-related Programme (CP). It serves as a central hub for students, teachers, and parents to track academic progress, access key information, and support learning.

Why ManageBac Matters for Parents

ManageBac provides you with a transparent and up-to-date view of your child's academic journey. As a parent, you can use the platform to:

- View your child's **timetable**, **homework**, and **assignments**
- Monitor **progress** on IB CP components such as the Reflective Project and Personal and Professional Skills (PPS)
- Access **grades**, **assessment feedback**, and **report cards**
- Stay informed about **school events**, **deadlines**, and **announcements**
- Communicate directly with **teachers and programme coordinators**

What You'll Find on ManageBac

- **Dashboard** – Overview of upcoming tasks, messages, and recent activity
- **Calendar** – Important dates for assessments, internal deadlines, and school events
- **Portfolio** – Student reflections, major projects, and community engagement activities
- **Attendance** – Records of class attendance and punctuality
- **Reports** – Academic performance reports shared each term


How to Get Started

Parents receive a secure login link via email at the beginning of the school year. Once registered, you can log in at <https://www.managebac.com> or via the **ManageBac mobile app**, available for iOS and Android.

If you have not received your login credentials or are having trouble accessing your account, please contact:

Salome Sartania

Administrative Manager

 salome.sartania@europeanschool.ge

Supporting Your Child's Learning

ManageBac is a powerful tool that strengthens communication between home and school. We encourage you to check in regularly and use the platform to stay involved in your child's progress, goals, and achievements throughout the academic year.

Parent-Teacher Conferences & Progress Meetings

The European School values strong collaboration between families and educators. To support this, we organize **four Parent-Teacher Conferences (PTCs)** each academic year **two per semester** - offering families structured opportunities to meet with subject teachers and discuss student progress.

Purpose and Importance

These conferences are essential to:

- Share feedback on **academic performance, engagement, and development**
- Identify **areas for improvement** and **celebrate achievements**
- Strengthen the connection between **home and school**
- Set shared goals between **students, parents, and teachers**

Attendance and Follow-Up

Regular attendance at Parent-Teacher Conferences is **strongly encouraged**. Active participation helps ensure each student receives consistent support across both academic and personal development.

If a parent is **unable to attend a scheduled conference**, or if a **more focused or private discussion** is needed, an **individual meeting** can be arranged through the **CP Coordinator** upon request.

Child Protection, Wellbeing, and Anti-Bullying Guidelines

Child Protection & Safeguarding

The European School is committed to ensuring a safe and supportive environment for every student. Our **Child Protection Policy** outlines our responsibility to protect students from harm, abuse, and neglect. All staff members receive regular training to recognize signs of abuse and to follow established procedures for reporting and addressing concerns.

We have a designated **Child Protection Officer**, and any student, parent, or staff member is encouraged to report concerns confidentially. We foster an open-door culture where students feel empowered to speak to a trusted adult if they ever feel unsafe or uncomfortable.

For any child protection concerns, please contact:

Eliso Chelishvili – *Child Protection Officer*

e.chelishvili@europeanschool.ge

Anti-Bullying & Cyberbullying Prevention

We uphold a **zero-tolerance policy** toward all forms of bullying physical, verbal, emotional, social, and cyberbullying. Our Anti-Bullying Policy emphasizes prevention through education, empathy-building, and awareness campaigns within the school community.

Students and staff are trained to recognize and respond to bullying. Clear and confidential reporting systems are in place, including the anonymous **"We Listen"** box. All reports are taken seriously and handled with discretion and care.

Consequences for bullying may include counseling, parental involvement, and disciplinary action. Support is provided for both the victim and the perpetrator, with a focus on restorative practices and personal growth.

Emotional Support & Counseling Services

The **Student Wellbeing Team**, which includes school psychologists and counselors offers continuous support for students facing academic, emotional, or social difficulties. Confidential counseling sessions are available upon request.

In addition to one-on-one support, the school holds regular assemblies and wellness activities aimed at building resilience, promoting mental health, and fostering a positive school culture.

Safety at the European School

Student and staff safety is a top priority. The European School maintains a secure environment through multiple safety systems and procedures:

Security Guards

Professional security guards are stationed on campus to:

- Monitor entry and exit points around the clock.
- Patrol school grounds and conduct random security checks.

- Supervise bus boarding, accompany students on trips, and handle emergencies or incidents.

Access Control Systems

The school uses **access control tools** such as:

- Turnstiles
- Swipe cards
- Video-monitored access points

These systems prevent unauthorized access and improve overall school security.

CCTV Monitoring

CCTV cameras are used to monitor:

- Common indoor areas (hallways, stairwells, labs, cafeterias)
- Outdoor spaces (entrances, fences, gates, parking areas)

Security personnel are trained to identify suspicious activity quickly and effectively.

Fire Alarm Systems

A modern **fire alarm system** is installed throughout the school.

- Alarms are present in all classrooms and offices.
- Staff are trained in emergency evacuation procedures.
- Fire drills are conducted annually to prepare students and staff.
- All exit points are clearly marked to ensure a safe evacuation.

Medical Services

A qualified, full-time school doctor is available to address medical needs and provide advice on student health. The doctor also ensures the school complies with national health regulations.

Parents should inform the school about:

- Any allergies, chronic conditions, or required medications.
- Contagious illnesses such as measles, mumps, chickenpox, scarlet fever, lice, or ringworm.
- Any special medical or educational needs. A valid document from a certified medical professional or specialist must be provided to support such needs.

If your child needs medication during the school day, please:

- Provide a valid prescription.
- Inform the school nurse, teachers, and assistants responsible for administration.

Parents will be contacted if a student is unwell or injured. Please keep the school updated with your current contact information.

Technology & Device Use

To support a modern and effective learning environment, all IB Career-related Programme (CP) students at the European School are expected to bring their own personal learning device either a laptop or tablet to school each day. These devices play a vital role in students' academic success, enabling them to access course materials, complete assignments, conduct research, and engage in collaborative learning.

Key Expectations

- **Required Devices:**
Students must bring a fully charged laptop or tablet to school daily. These are essential tools for classwork and independent study.
- **Use of Mobile Phones:**
Mobile phones may not be used for academic work during lessons. All in-class digital activities must be conducted on laptops or tablets.
- **Wi-Fi Access:**
Students will receive school Wi-Fi credentials at the start of the academic year to connect their personal devices securely.
- **Responsible Use:**
The use of technology must remain focused on learning and academic tasks. The following uses are not permitted during school hours:
 - Playing games
 - Browsing or posting on social media
 - Messaging or distracting other students
- **Digital Etiquette:**
Students are expected to use their devices respectfully and ethically, following the school's academic integrity and acceptable use policies.

Dress Code and Uniform Policy

All IB Career-related Programme (CP) students are required to wear the official European School uniform in accordance with the school's established guidelines. The uniform reflects the values of professionalism, respect, and readiness that are central to the IB CP.

Uniform Expectations

- The uniform must reflect a business-like, professional appearance suitable for a learning and working environment.
- Skirt length must be to the knee; pants should be full-length and properly fitted.
- Long nails, heavy makeup, and excessive jewelry are not allowed, as they do not align with the school's standards of presentation and safety.

Compliance and Consequences

Repeated violations of the dress code will result in progressive disciplinary actions, which may include:

- Verbal or written warnings
- Notification to parents
- Being sent home to change into appropriate attire

By following the uniform policy, students help maintain a safe, respectful, and productive learning environment for all members of the school community.

Where to Purchase Uniforms

*Uniforms in all sizes are available at the school shop located in Building B,
10, Kalistrate Kutateladze Street.*



Parent & Student Guide to CP2 Core Components (RP, LD, PPS, SL) – Class of 2026

The Class of 2026 will complete the IB Career-related Programme (CP) following the existing CP Core structure as outlined by the International Baccalaureate prior to the recent updates.

While the IB has introduced a revised CP Core starting with the Class of 2025, the European School has opted to implement the previous CP Core model for the 2026 graduating cohort, ensuring continuity and consistency in delivery.

Core Components for the Class of 2026

Students graduating in 2026 will be assessed on the following CP Core components under the original framework:

- Personal and Professional Skills (PPS): A taught course focused on developing key life and career skills.
- Reflective Project (RP): An extended written assignment that explores an ethical dilemma related to the student's career-related study.
- Service Learning (SL): Practical experiences that encourage students to engage with their community through meaningful service.
- Language Development (LD): A requirement for students to improve or acquire a language other than their mother tongue.

Programme Model of IB Career-Related Programme



Note. Adopted from IBO (www.ibo.org)

Reflective Project (RP)

The reflective project is an in-depth body of work produced over an extended period and submitted towards the end of the Career-related Programme. Through the reflective project students identify, analyses, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies.

The reflective project is at the forefront of the core, encapsulating the fundamental and most important elements of the Career-related Programme; it is what makes the Career-related Programme unique and meaningful in the context of a student's career-related study.

The reflective project is designed to draw together key elements of a student's programme, specifically the career-related study, service learning and personal and professional skills. It is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches.

Students need to be informed about the reflective project at the very beginning of the Career-related Programme so that they have the opportunity to explore issues that are linked to their career-related study. Students should be thinking about, and working on, the reflective project throughout their Career-related Programme.

Ethical dilemma

Students begin the reflective project by identifying an issue that is linked to their career-related studies. Once the issue has been identified, the students explore the ethical dimension associated with the issue to arrive at a focused ethical dilemma. It is the ethical dilemma that is the primary focus of the reflective project.

Formats

Students can choose to present their reflective project in one of two ways:

- Option 1 A written essay (maximum 3,000 words) plus reflections (maximum 1,000 words).
- Option 2 A written essay (1,500–2,000 words) accompanied by an additional format (film, oral presentation, interview, play or display) plus reflections (maximum 1,000 words).

Whatever format is chosen, the work must be presented in a format that can be electronically sent to the IB for moderation purposes.

The maximum word limit for the reflective project will be either 3,000 or 2,000 words depending on whether students choose option 1 or option 2. Additionally, the students complete the Reflections on planning and progress Form (RPPF) as a result of scheduled meetings with their supervisor. The RPPF is a writable PDF document, and should be a maximum of 1,000 words.

Assessment

The school assesses all reflective projects. The IB will then select samples for the school to send to an external moderator for confirmation of the school's marks.

Students will be assessed on the approach they use to complete the reflective project the process, and the output from that process the product.

The reflective project is assessed using five assessment criteria designed to foster independent study and encourage students to use their own initiative

Table 5. Grading Criteria of Reflective Project

Criterion	Aspect of reflective project assessed	Marks available
A: Focus and method	<ul style="list-style-type: none"> Ethical dilemma and issue Research question Methodology 	6 marks
B: Knowledge and understanding in context	<ul style="list-style-type: none"> Context Local or global example Alternative perspectives and perceptions of dilemma 	9 marks
C: Critical thinking	<ul style="list-style-type: none"> Research Analysis Discussion and evaluation 	12 marks
D: Communication	<ul style="list-style-type: none"> Structure Layout 	3 marks
E: Engagement and reflection	<ul style="list-style-type: none"> Process Engagement Research focus 	6 marks
TOTAL		36

Note. Adopted from IBO, Reflective Project Guide

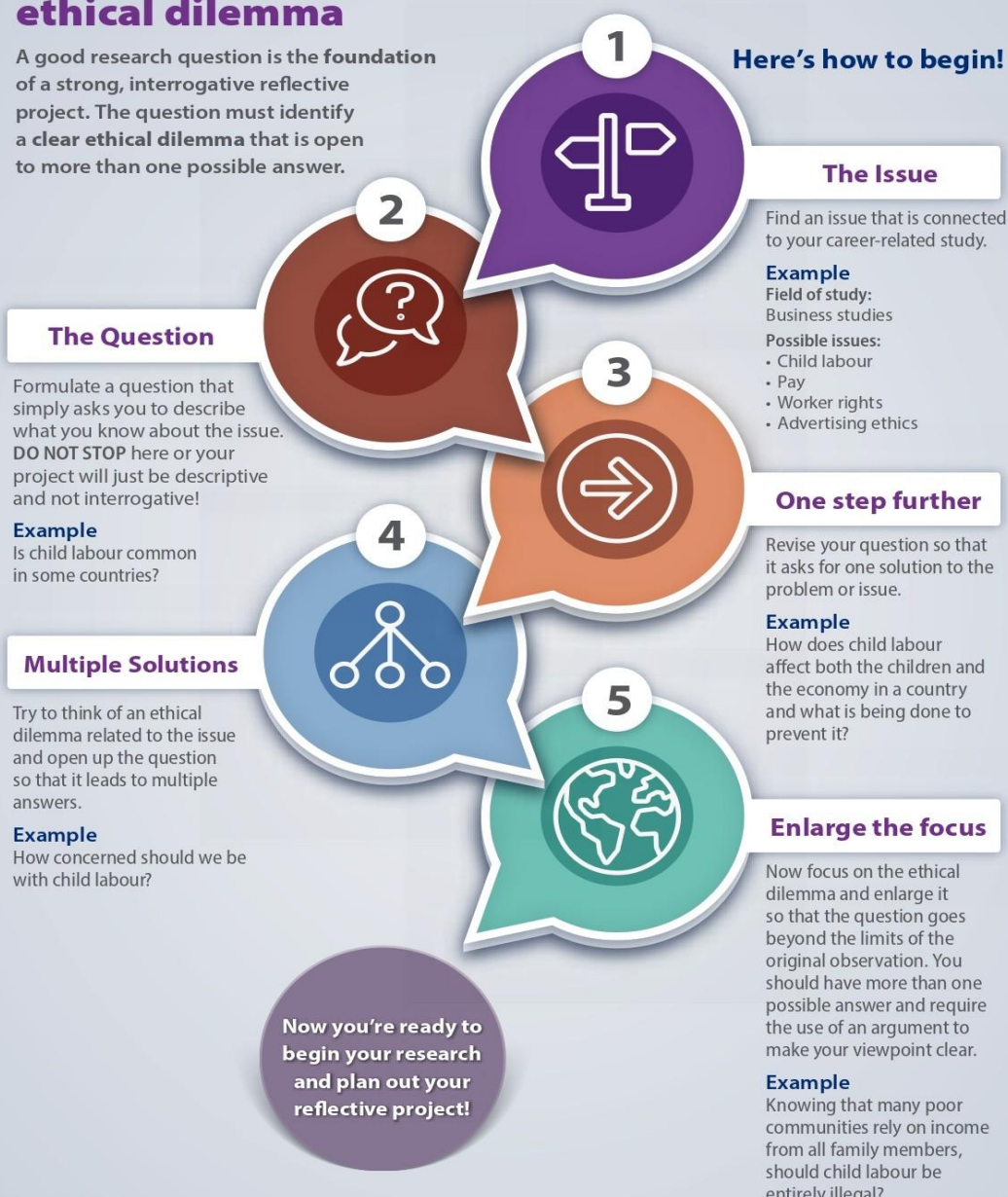
Table 6. Timeline of Reflective Project

CP1- Year 1 Semester 1	
Activity	Due
Understanding the reflective project	By end of September
Reflection/ defining the investigation	By end of October
Investigating the ethical dimensions	By mid-November
The research questions	By end of November
Critical thinking / role of supervisor. Students can start looking and discussing with potential supervisors.	By mid-December
Time and process management	By end of December
CP1- Year 1 Semester 2	
Identify the topic or issue to be explored. Start your RRS on Bulb. Finalize choice of supervisor.	By end of January
Create an initial plan about the format	By Middle of February
Meet with supervisor to discuss progress with issue, dilemma and research question	By end of February
Complete first reflection on RPPF	By end of February
Research- creation of system for note-taking	Beg. of March
Sources Identified	March before mid-term break
Source list complete	March after mid-term break
Finalize research question	March after mid-term break
Literature review of sources and adapt plan if needed	By end of April
Meet with supervisor to discuss literature review	By mid of May
Re-evaluate plan and create final essay outline	By mid of May
CP2- Year 2 Semester 1	
First draft completed	By end of September
complete checklist before submitting	By end of September
Meet with supervisor to discuss progress	By mid-October
Complete second RPPF	By mid-October
Receive spoken feedback from supervisor on draft	By end of November
CP2- Year 2 Semester 2	
Complete final draft of RP	By end of January
Meet with supervisor	By mid-February
Complete final RPPF	By mid-February
Supervisor confirms its authenticity.	By first week of march
Marking and Moderation of RP by supervisors	By end of March
Submission of RP to IBIS	By 15th of April

Developing an ethical dilemma

A good research question is the foundation of a strong, interrogative reflective project. The question must identify a **clear ethical dilemma** that is open to more than one possible answer.

Here's how to begin!



Note. Adopted from IBO (www.ibo.org)

RP Supervisor Guiding Questions

The supervisor plays a crucial role in supporting students as they complete the reflective project.

- Conduct at least 3 meetings with student.
- Discuss nature of the RP, requirements, and research methods.
- Ensure student understands meaning of ethics.
- Advise on research question/ ethical dilemma.
- Support planning & research.
- Monitor student progress.
- Review and discuss RP draft.
- Confirm authenticity of student work.
- Mark finished RP.
- Complete supervisor report.

The supervisor should encourage and support, but should not direct, edit or annotate student work. A Socratic approach works best, using guiding questions to expand student thinking.

Meeting #1



- Explain your role.
- Discuss RP requirements and criteria.
- Discuss issue and development of ethical dilemma.
- Provide advice on creating a research plan.
- Set dates for future meetings.

- What issues are you interested in?
- How does it relate to your CRS?
- Who are the groups affected by this issue?
- What ethical dilemmas might result from this issue?
- How might you go about planning your research?
- Have you thought about any of the additional formats for your RP? Which one? How might that particular format enhance your RP?
- Are you familiar with the RP criteria and requirements?
- Which resources can you access to complete the RP?



Meeting #2



- Discuss student progress.
- Review and discuss first RP draft.
- Advise students on how they might improve their RP.
- Prompt students to think about any gaps in their research, reasoning or writing.
- Remind students of any requirements or criteria that may not have been addressed.

IMPORTANT: This stage is the last point at which the supervisor can review the reflective project before it is finally submitted. It is vital that the appropriate level of support be given to ensure a strong project that is the independent work of the learner. The supervisor must at no point edit or heavily annotate the draft.

- Is your research question clear? Is there more than one possible answer?
- Is your ethical dilemma linked to your CRS?
- Have you evaluated your sources for bias and validity?
- What citation method are you using & have you used it consistently?
- Have you checked your RP against the requirements/criteria? Is anything missing?
- Is there a local and/or global example you could use to explain ...?
- Did you include multiple perspectives?
- Have you made your viewpoint clear?
- What evidence from your research supports your claim/argument/reasoning? Is it laid out in a logical and coherent manner?
- You've included several perspectives, but have you analysed the impact of the ethical dilemma on the communities you identified/discussed?
- Can you explain further what you mean by ...?
- How might you make clearer?



Meeting #3



- Review final reflective project.
- Discuss changes made and progress over time.
- Confirm authenticity of student work.

- What do you feel you've learned from this process?
- How did you overcome the challenge of ... ?
- Did your research cause you to change your viewpoint/perspective? If so, how?
- Which strategies were most effective for you? Why?
- What might you have done differently?
- Did you learn any new skills that will be helpful for the future?



To finalize the reflective project

- Review and evaluate student's reflective project.
- Complete and sign RPPF.
- Submit supervisor report.

Reminders

- Assess reflective projects based on criteria A-E using the 'best fit' approach.
- If there are multiple supervisors marking reflective projects, participate in a standardization activity to ensure consistent application of the criteria across the school.

Reflective project checklist

Use the guiding questions on this checklist before, during and after your reflective project.



- ☐ Is the title of your reflective project in the form of a *question* rather than a statement or hypothesis?
- ☐ Is your research question:
 - Clearly worded?
 - Open to more than one right answer?
 - Focused on a clear ethical dilemma?
 - Linked to your career-related study?
- ☐ Have you explained the issue at the beginning of your reflective project?
- ☐ Have you clearly identified an ethical dilemma associated with the issue?
- ☐ Have you clearly shown different cultural/community perspectives with respect to the ethical dimensions of the issue?
- ☐ Have you analyzed how different cultural perspectives and perceptions influence the ethical dilemma?
- ☐ Have you used a local and/or global examples to explain the dilemma?
- ☐ Have you analysed the impact of the ethical dilemma on the community/individuals?
- ☐ Have you supported your arguments with relevant, credible and well-chosen facts, data and examples?
- ☐ Have you organised your ideas in a clear and logical way?
- ☐ Is your own viewpoint clear?
- ☐ Does your conclusion reflect and connect the different perspectives you have analysed?
- ☐ Have you reviewed your reflective project against the 5 assessment criteria?
- ☐ Does your work include a consistent referencing and a bibliography?
- ☐ Have you completed your RPPF form?



Personal And Professional Skills (PPS)

The Personal and Professional Skills (PPS) course is a key component of the IB Career-related Programme (CP) Core, designed to help students build essential skills, habits, and attitudes that are applicable in both their personal lives and professional futures.

This course focuses on developing practical skills for the workplace, supporting students as they prepare for higher education, employment, and life in a complex and diverse world. These skills are transferable, meaning they can be applied across different careers, cultures, and challenges.

Course Aims

Through the PPS course, students will:

- Build responsibility, resilience, and perseverance
- Strengthen ethical awareness and problem-solving skills
- Develop strong thinking habits and emotional intelligence
- Gain appreciation for identity, diversity, and the global context
- Reflect the qualities of the IB Learner Profile, including being principled, open-minded, reflective, and caring

Course Themes

The PPS course is built around five core themes, which shape class discussions, projects, and activities:

1. Personal Development
2. Intercultural Understanding
3. Effective Communication
4. Thinking Processes
5. Applied Ethics

While schools have flexibility in how they design and teach the PPS course, these five themes are mandatory and must be central to the curriculum.

Teachers may adapt or expand content with additional topics, discussion questions, and relevant activities to best suit the needs of their students.

Learning Outcomes

By the end of the course, students should be able to demonstrate growth in the following areas:

1. Identify their own strengths and develop areas for growth
2. Apply thinking processes to real-life personal and professional situations
3. Value and articulate cultural understanding and appreciation for diversity
4. Communicate effectively and collaborate with others in a range of settings
5. Recognize and reflect on the ethics of personal and professional decisions

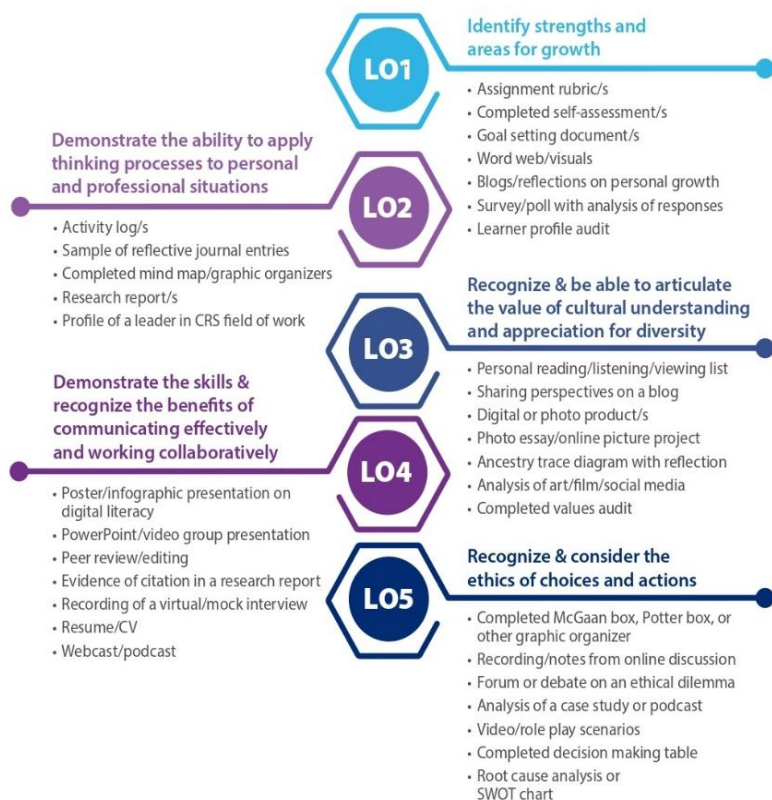
How these outcomes are achieved and evidenced may vary by school. At the European School, students will engage in reflective tasks, discussions, and experiential learning to demonstrate their growth.

What to Expect in PPS

- Interactive lessons focused on real-world skills
- Group projects and discussions on ethical dilemmas and communication challenges
- Personal reflections and goal-setting
- Activities and tasks connected to your career-related study
- Space to explore your identity and how to interact with people from diverse backgrounds

The PPS course is not just academic it is designed to help you grow into a thoughtful, ethical, and effective individual ready to take on the opportunities and responsibilities of adult life.

How to evidence PPS learning outcomes



How can I show that I've accomplished the PPS learning outcomes?

- School reports
- Portfolio of work
- Log of class activities
- Samples of assessments
- Evidence of recognition (certificate, newsletter article, photos from showcase, etc.)

What should I choose as evidence of my learning to create a balanced portfolio?

- Choose evidence that indicates engagement in all 5 PPS themes.
- Be sure to show reflection and progress over time.
- Choose items that reflect your voice and journey!

What online tools can I use to complete PPS activities?

- Blogs/vlogs
- Wikis/websites
- Webcasts
- Debates/online discussion forums
- Virtual collaboration boards
- Polling/online surveys
- Feedback apps/peer review

Language Development (LD)

The LD objectives are organized into four communicative processes across the six phases. The cognitive, linguistic and sociocultural aspects of communication intertwine within each of the four objectives.

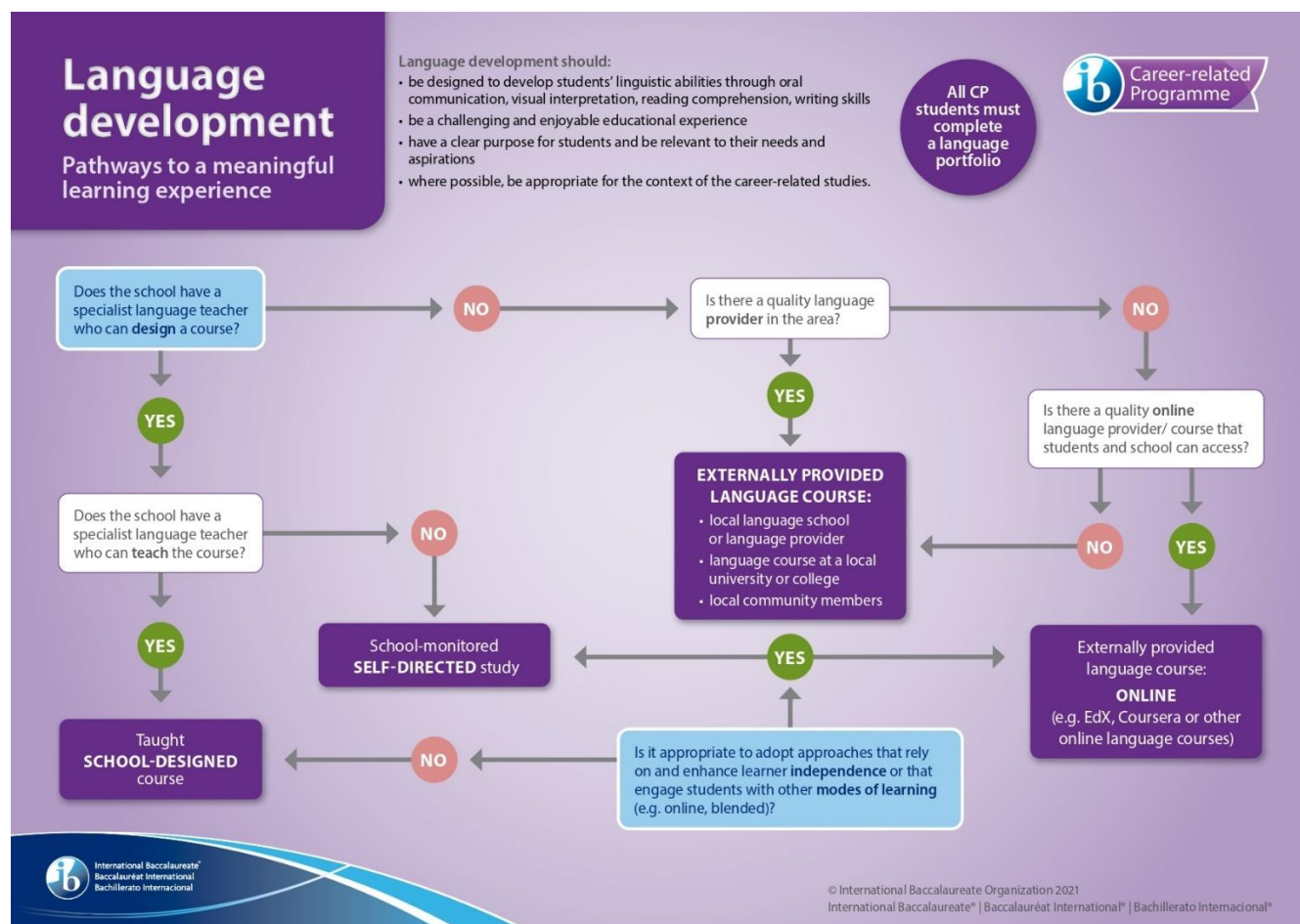
Students are expected to develop the competencies to communicate in the target language:

- appropriately, accurately and effectively
- in an increasing range of social, cultural and academic contexts
- for an increasing variety of purposes.

Teachers must consider these objectives when planning, teaching, assessing and reporting on the students' language development and communicative competence. At the beginning of LD, students map their language skills against the four objectives, and do so again on completion. Students' learning should cover all the objectives at a conceptually and linguistically appropriate level for each phase.

Oral communication <ul style="list-style-type: none">• listen and respond• interact socially• speak for specific purposes	<p>Research professional etiquette in a culture you are interested in. Write a script for introductions and an informal conversation in a professional scenario associated with your career-related study (CRS). Perform and film the role play with two of your peers.</p> <p>With a peer, plan and enact a university, internship or job interview in the target language.</p>
Visual interpretation <ul style="list-style-type: none">• interpret, and engage with images presented with spoken and written language• support opinions and personal responses with examples from the text. <i>Visual texts: posters, maps, graphics, films, etc.</i>	<p>Select two posters or commercials on the same topic from your culture and from the target culture. Identify differences and similarities in how the message is conveyed and explain what they may suggest about cultural similarities and differences.</p> <p>Collect images of items, people or groups connected to your CRS. Identify patterns in cultural representation and visuals that could be misinterpreted in different cultures.</p>
Reading comprehension <ul style="list-style-type: none">• understand information• interpret and engage with written text• support opinions and personal responses with examples from the text	<p>Read through the website of a company/ organization/ university that you are interested in and that is located in a country where the target language is spoken. Identify key points for a potential applicant.</p> <p>Research an organization or group from a country you are not familiar with but might like to work in. How does the individual career development pathway compare to that of a similar local organization for your CRS?</p>
Writing <ul style="list-style-type: none">• organize and express thoughts, feelings, ideas, opinions and information in writing• write for specific purposes• write with increasing accuracy	<p>Write a set of clear, concise and easy-to-follow instructions in the target language for using equipment in a work environment (for example an office, workshop, studio, or kitchen).</p> <p>Write an application letter in the target language for an internship with an organization you are interested in.</p>

Note. Adopted from IBO (www.ibo.org)



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Creating your CP language development portfolio

You may also use the portfolio to demonstrate your engagement with, and level of, language learning to another educational institution or a prospective employer. It can be a valuable addition to your curriculum vitae/résumé.

Creating your CP language development portfolio

Your journey, your learning, your portfolio

<div style="text-align: center; margin-bottom: 20px;"> <p>WHO?</p> </div> <ul style="list-style-type: none"> • mandatory for all CP students in all modalities (e.g. a self-directed or online course, a DP language acquisition course, a school designed course) • checked regularly by your language development teacher or supervisor 	<div style="text-align: right; margin-bottom: 20px;"> <p>WHAT?</p> </div> <p>Section 1. Profile</p> <ul style="list-style-type: none"> • your language and cultural profile using a language and culture questionnaire • self-assessment against the language proficiency table to identify phase • goal-setting (possibly using the objectives of the identified phase) <p>Section 2. Experiences</p> <ul style="list-style-type: none"> • reflections on the activities, tasks and assessments you have completed, and on significant learning experiences you have engaged in • reflection on the target language and cultural aspects of societies where the language is spoken • future goals with your chosen language • a final reflection at the end of language development <p>Section 3. Evidence</p> <ul style="list-style-type: none"> • contents page: list what you have collected and when, and identify the pieces of evidence associated with your reflection • examples of activities, tasks and assessments • any other forms of evidence that show how you have developed your language skills (letters, emails, certificates, letters of acknowledgment) • progress form: to document your meetings with your teacher or supervisor, in which you discuss your progress and receive encouragement, support and advice
<div style="text-align: center; margin-bottom: 20px;"> <p>WHY?</p> </div> <ul style="list-style-type: none"> • to demonstrate your level of engagement • to provide evidence of language development and acquisition • to help you understand your level of language competency • to chart the development of your language skills and intercultural understanding • to provide you with the opportunity to reflect on your learning 	
<div style="text-align: center; margin-bottom: 20px;"> <p>HOW?</p> </div> <ul style="list-style-type: none"> • a paper process journal, a digital portfolio or a combination thereof • tools and applications that support digital portfolios: Google Sites, Microsoft Sites and Wikispaces for Education, Evernote, Voice Thread, Open School ePortfolio, KidBlog, Weebly etc. • in a digital or mixed portfolio, you can include work and reflections in various modes (e.g. audio and video recordings, blogs, vlogs) 	

Note. Adopted from IBO (www.ibo.org)



Service Learning

Service Learning Overview

Service Learning is a vital part of the IB Career-related Programme (CP) Core. It gives students the opportunity to apply their academic learning, personal strengths, and social skills to real-world needs in their community and beyond.

Through service learning, students explore their capacity to make a positive, meaningful contribution to society. The experience encourages active citizenship, personal growth, and a deeper understanding of ethical responsibility.

Purpose of Service Learning

Service learning helps students to:

- Connect classroom knowledge with real-life challenges
- Develop initiative, leadership, and accountability
- Engage in meaningful projects that benefit others
- Reflect on their personal and social development

Reflection is central to service learning. Students are expected to think deeply about their experiences how they grew, what they learned, and how their actions affected others. This reflective process helps students build awareness of their strengths and areas for growth.

At the European School, service learning is treated with the same importance as any other CP Core component. Students are expected to dedicate sufficient time and effort to their service projects throughout the programme.

Service Learning Outcomes

To successfully complete the service learning component, students must demonstrate progress in five specific learning outcomes. These outcomes help track the development of skills, values, and understandings that are key to meaningful service.

Students must provide evidence that they have achieved each learning outcome at least once during their service learning programme. This evidence is collected in a Service Learning Portfolio and typically supported by written reflections.

The Five Learning Outcomes:

1. Identify own strengths and develop areas for growth
Students reflect on their unique abilities and recognize where they can improve.
2. Demonstrate participation in service-learning experiences
Students plan, implement, and review service-learning projects -individually or in groups. This may include building on previous work or contributing to ongoing initiatives.
3. Demonstrate the skills and recognize the benefits of working collaboratively
Students engage in teamwork, learning how to navigate both the benefits and challenges of collaboration in a service context.
4. Demonstrate engagement with issues of global significance
Students explore and act upon global issues such as sustainability, inequality, or access to education through local, national, or international action.
5. Recognize and consider the ethics of choices and actions
Students consider the impact of their decisions, demonstrating responsibility and integrity in their service work.

✦ Note: Not every service activity will meet all five outcomes, and some outcomes may be met more than once. What matters most is that students clearly show growth and reflection tied to each outcome.

Portfolio and Supervision

- Students are expected to document their service activities and reflections in their Service Learning Portfolio (usually on ManageBac).
- The Service Learning Coordinator will review and approve the evidence submitted.
- Students and the coordinator must agree on what qualifies as appropriate and sufficient evidence to demonstrate each learning outcome.

Final Thoughts

Service learning is more than volunteering it's about taking initiative, learning from experience, and acting ethically and thoughtfully to contribute to the world around you.

By completing this component, students gain valuable skills that support not just academic and career goals, but also personal character development and civic responsibility.

Service learning interviews

As part of service learning students engage in three interviews with their service learning coordinator. These interviews are documented by the coordinator and the student as evidence of student achievement of the five learning outcomes.

Let's begin...



BEFORE

Service learning is the development and application of knowledge and skills to meet an **authentic community need**.

Investigating/Preparing

- What **issue/s** interest you?
- How could you **learn more**?
- How could this project help **you grow**?
- What **planning** needs to take place?
- How do you know your plan is **ethical**?



Interview 1

Interview 2



Engaging

- Who** are you working with?
- What **type of service** works best: direct? indirect? advocacy? research?
- What are you: **feeling**? **understanding**? **learning**?

Demonstration

- What went **well**?
- What could have gone **better**?
- How will you **conclude** your engagement?



Interview 3

CONCLUDING



Let's reflect...

- What have you **contributed** to your community?
- How have you been **challenged**?
- Have any of your opinions or attitudes **changed**?

Note: for service learning **REFLECTION** is an ongoing process



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