



HAUT-LAC

# IB CAREER-RELATED PROGRAMME

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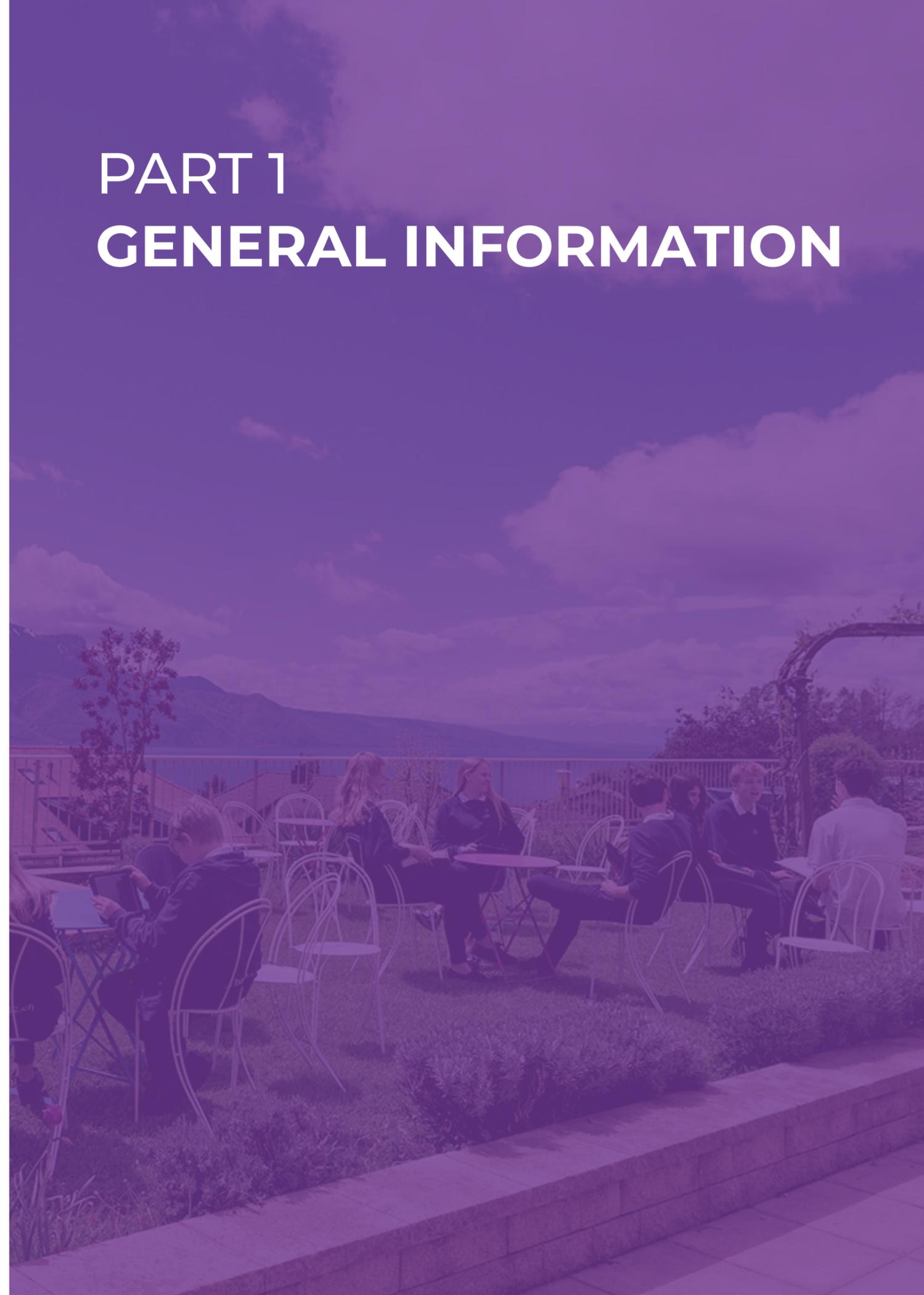
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# PART 1 GENERAL INFORMATION



# INTRODUCTION



*Dear Parents,*

*This booklet outlines the International Baccalaureate Career-Related Programme (IBCP) offered at Haut-Lac International Bilingual School.*

*The IBCP curriculum provides a “flexible framework for a personalized education for students interested in pursuing a career-related education in the final two years of secondary school”. At Haut-Lac, we believe it serves to bridge the gap between academia and a future career.*

*As with all IB programmes, the IBCP is rooted in the IB mission statement, the learner profile and its approaches to teaching and learning. We hope this booklet will help you make an informed decision regarding the most suitable IB pathway for your child(ren) at Haut-Lac.<sup>1</sup>*

*If you have any further questions regarding the IBCP or would like to discuss a possible application, please do not hesitate to contact Beatrice Gillet or arrange an appointment via the Roches Grises reception (+41 21 555 50 00).*

*Beatrice Gillet  
IBCP Coordinator  
([beatrice.gillet@haut-lac.ch](mailto:beatrice.gillet@haut-lac.ch))*



*“Nurturing Talents,  
Fostering Happiness,  
Creating Futures.”*

<sup>1</sup> IBO, IBCP presentation 2020

# HAUT-LAC MISSION STATEMENT

Within a culture of well-being for all, Haut-Lac empowers students to:

- ▶ embrace lifelong learning;
- ▶ develop a diverse skill set to support personal, academic and professional growth;
- ▶ become fulfilled, informed and responsible global citizens.

At Haut-Lac students will:

- ▶ experience challenging international curricula that promote bilingualism;
- ▶ engage with global perspectives, digital innovation and environmental issues;
- ▶ respect diversity and inclusion in a multicultural setting.



**LIVE, LEARN, ACHIEVE.**

# INTERNATIONAL BACCALAUREATE 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, it 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. ([www.ibo.org](http://www.ibo.org))



# THE IB LEARNER PROFILE

The IB Diploma Programme fosters intercultural understanding and respect through 10 core values. It describes the attributes of people who are empowered to create a more peaceful and better world.

IB learners strive to be:

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

The heart of an IB education are lifelong learners who believe why they learn is as important as what they study in school.



# WHAT IS THE IB CAREER-RELATED PROGRAMME AND WHO IS IT FOR?

“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”.

Created in 2012, the IBCP is a flexible course designed for 16 to 19-year olds. It enables them to specialize in a specific area by choosing fewer subjects, more specific to their career, to benefit from the teaching of core skills and to cater their education towards career-related learning.

The IBCP programme engages students in a rigorous study programme based on their genuine interests and the development of transferable, lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement.

Haut-Lac IBCP students will become:

- Academically strong
- Skilled in a practical field
- Critical and ethical thinkers
- Self-directed
- Collaborative
- Resilient and determined
- Confidence and assured
- Caring and reflective
- Inquirers

The IBCP’s three-part comprehensive educational framework includes at least two Diploma Programme (DP) courses, a unique IBCP core and an approved career-related study (CRS). Students should aim to select their strongest subjects and ones which will complement their CRS.

“For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study further supports the programme’s academic strength and provide practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning”<sup>1</sup>

Over 3,976 IB schools in 147 countries currently provide education for over one million students. As of June 2021, 299 of these schools offer the IBCP.

# IBDP COURSES

At Haut-Lac, DP subject classes are attended by both DP and CP students to ensure everyone benefits from exactly the same teaching, support and assessment. Although the IBO only requires two DP courses to obtain the IBCP certificate, Haut-Lac students are encouraged to take three DP courses and, when possible, at Higher Level.

<sup>1</sup> <https://ibo.org/programmes/career-related-programme/what-is-the-cp/>

# APPLYING FOR THE IBCP

The IBCP is a demanding programme, requiring hard work in all DP subject, CP core and CRS lessons. The time needed for the latter is considered equivalent as for the DP courses.

IBCP students are curious, engaged students, who excel in two to three subjects, and have defined a clear area of interest for their professional career. Through the IBCP, they will be able to thrive in their strongest subjects by removing any they no longer need or want to pursue. The requirement to study 3 DP courses makes Haut-Lac's IBCP course comparable to the British Advanced Levels qualification (A Levels), which also requires the study of three subjects over two years.

Additionally, students who perform better in internal assessments than formal examinations will appreciate the fact that the CP core is mainly assessed through coursework in a myriad of formats, enabling students to express their creativity.

Haut-Lac students are advised to start working on their chosen pathways as early as MYP4, so that they have all the information needed to make an informed decision when the time comes. We advise them to select their Higher Level courses from subjects in which they obtained at least a 6 at the end of MYP5, and their Standard Level courses from those in which they obtained at least a 5.

The CRS will provide students with their first experience of Higher Education, as they will virtually rub elbows with first year university students and their professors. They will therefore be able to adjust early on to the discipline and mindset required in Higher Education. What's more, they can benefit from fast-tracks should they choose to apply to the affiliated institutions for their further education.

Available CRS at the moment are: International Sport Management, Management & Sustainability, Art & Design, and Hospitality.

The CP is a judicious choice for students wishing to pursue a career in the arts. It imparts to students the perfect opportunity to build a portfolio that is requested in the application process to higher education arts related institutions.

# IBCP ASSESSMENT

At Haut-Lac, subject teachers use formative assessment to inform the teaching and learning of their subject at the beginning of the course, and summative assessment to evaluate the student's work at the end of the course.

Each subject is marked in points and according to specific IB criteria, for example students sitting Language B Paper 1 are assessed on:

- Language use (Criteria A)
- Message (Criteria B)
- Conceptual understanding (Criteria C)

The marks in each criteria (max 30 points) are then totalled and translated into a mark out of 7, with 1 being the lower and 7 the highest, according to a scale published by the IBO after each examination session.

Students receive a report showing their mark out of 7 in each subject in December and June. The final grade is the cumulative result of grades obtained for various papers throughout the term.

As regards their DP subjects, CP students will sit internal mock exams in November and May of CP1 and in February of CP2, like their IB DP peers.

Components, which are not assessed during the IB examination period, are assessed internally against the Learning Outcomes through the formal presentations and documents in the students' portfolios. These components will be marked from insufficient to excellent based on effort.

The Reflective Project is the only exception to this rule. It is internally marked and externally moderated by the IB.

# AWARD OF THE IBCP DIPLOMA

The IBCP is awarded to students if:

- a. The candidate has completed the specified career-related study.
- b. The candidate has been awarded a grade 3 or more in at least two of the Diploma Programme courses registered for the Career-related Programme.
- c. The candidate has been awarded a grade of at least D for the reflective project.
- d. Personal and professional skills, service learning and language development requirements have been met.
- e. The candidate has not received a penalty for academic misconduct.

All candidates will receive programme results detailing their level of achievement in the Diploma Programme courses and the Reflective Project along with the status of completion of the Career-Related Programme core<sup>1</sup>.

# THE IBCP'S RECOGNITION AT UNIVERSITY

"The CP is designed for students interested in pursuing a career-related education in the final two years of secondary school. It provides them with an excellent foundation to support their further studies as well as ensures their preparedness for success in the workforce."<sup>2</sup>

At Haut-Lac, IBCP students prepare for Higher Education (HE) by studying their preferred DP subjects and obtaining university credits from the HE partners that deliver the CRS at Haut-Lac.

Higher Education institutions regard the relatively new IBCP programme very highly due to its:

- **Academic strength:** CP students complete a minimum of two internationally recognized IB Diploma Programme (DP) courses. The CP core further develops their academic skills through its four components.
- **An international perspective:** CP students are encouraged to view aspects of their studies in a broad and global context. They are challenged to become internationally-minded and culturally aware.
- **Intercultural understanding:** Intercultural learning is a priority within the CP. Students move to a position of advocacy as they become more aware of their own culture and that of others.
- **An ethical education:** The CP core provides a major opportunity for ethical education through exploring principles, attitudes and codes of behaviour.
- **External validation:** The CP validates both achievement and academic integrity in students' performance through its examination and moderation process.
- **Research and writing skills:** CP students complete a reflective project on an ethical dilemma associated with their career-related studies. The reflective project provides excellent preparation and experience for the kinds of undergraduate research required for further and higher education.

The CP is widely recognized in the USA and in the UK, by all hospitality HE institutions in Switzerland, and by all BTS providers in France.

The Haut-Lac HE Guidance Counsellor will personally liaise with HE institutions in countries where the IBCP is less known to check whether it is considered and provide all evidence required.

Appendix 1 lists all the HE institutions who have accepted IBCP graduates on their programmes. Admission may also be subject to:

- Subject choices
- Exam marks

<sup>1</sup> Overview of the Career Related Programme, IBO 2015

<sup>2</sup> <https://www.ibo.org/programmes/career-related-programme/who-is-the-cp-for/>



The IBCP model

## APPROACHES TO TEACHING

The Approaches to Learning (ATL) are signature IB concepts, which inform and inspire the delivery of all IB programmes and subjects.

### Approaches to Learning

“Developing students’ ATL skills is about more than simply developing their cognitive skills. It is also about developing affective and metacognitive skills, and about encouraging students to view learning as something that they “do for themselves in a proactive way, rather than as a covert event that happens to them in reaction to teaching” (Zimmerman 2000: 65)”<sup>1</sup>

The IB has identified the following 5 approaches to learning that students are encouraged to develop across IB curricula:

- Thinking skills (i.e. problem solving, critical thinking)
- Research skills (i.e. selecting relevant resources, referencing)
- Communication skills (i.e. effective communication, considering the audience and purpose, public speaking skills)
- Self-management skills (i.e. personal organisation, emotion management)
- Social skills (i.e. teamwork, collaboration)

### Approaches to Teaching

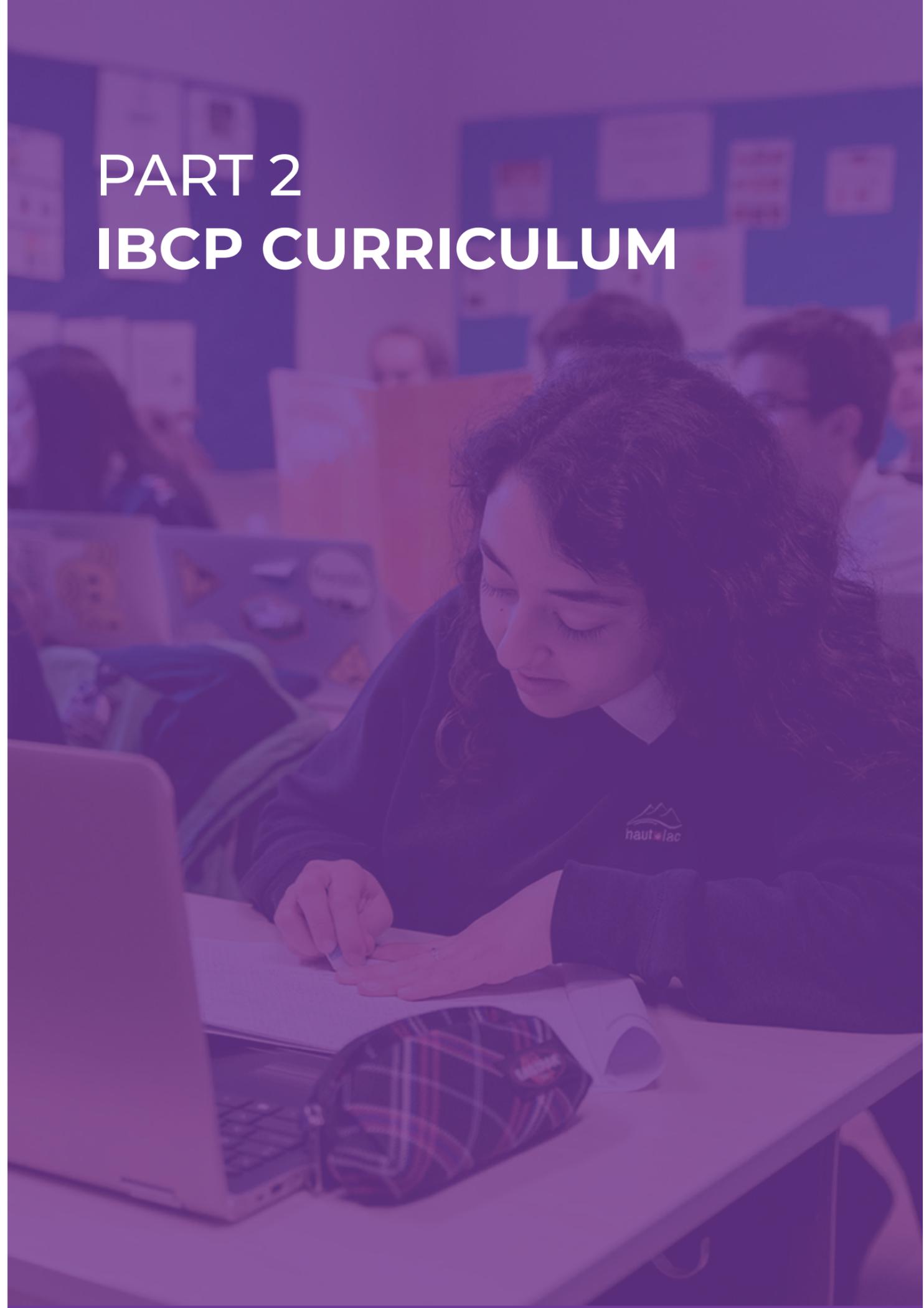
The Approaches to Teaching (ATT) bring together the pedagogical principles that influence and underpin IB programmes and their associated teaching strategies.

IB teacher must ensure their teaching is:

- Based on inquiry
- Focused on conceptual understanding
- Developed in global and local contexts
- Focused on effective collaboration and group work
- Differentiated to meet the needs of all learners
- Informed by assessment, both formative and summative

<sup>1</sup> www.ibo.org, approaches to teaching and learning, June 2021

# PART 2 IBCP CURRICULUM



# PART 2: THE CAREER-RELATED PROGRAMME CURRICULUM

The CP curriculum is made up of three individual aspects:

- The IBCP core, which is common to all students regardless of their DP subjects and CRS choices.
- A career-related study (CRS) delivered by one of Haut-Lac's three external partners
- At least three DP subjects from list of options available at Haut-Lac.

## THE CORE:

The IBCP core comprised of four elements:

- Personal and Professional skills (PPS)
- Reflective Project (RP)
- Language Development (LD)
- Service Learning (SL)

The core teaches important thinking skills, research skills, communication skills, social skills, and personal management skills. "It draws on the attributes of the learner profile, and aims to develop students who are:

- Thoughtful and active citizens
- Responsible for their own learning and development
- Competent and confident communicators
- Reflective, creative and critical thinkers
- Aware of our shared human condition
- Able to establish a sense of identity in a context of time and place
- Prepared to think about the needs, values and perspectives of other people
- Active participants in their own intercultural learning."<sup>1</sup>

## 1. PERSONAL AND PROFESSIONAL SKILLS

The personal and professional skills course develops:

- Personal development
- Intercultural understanding
- Efficient communication
- Thinking processes
- Applied ethics

It uses different engaging teaching strategies to develop students' numerical literacy, negotiation skills, problem-solving skills, critical thinking skills and many others. PPS is taught over two periods a week at Haut-Lac.

PPS is assessed internally against the learning outcomes below through coursework, namely class presentations, role-playing real-life situations, posters and reflections.

Students must:

- Learning Outcome 1** Identify their own strengths and develop areas for growth
- Learning Outcome 2** Demonstrate the ability to apply thinking processes to personal and professional situations
- Learning Outcome 3** Recognize and be able to articulate the value of cultural understanding and appreciation for diversity
- Learning Outcome 4** Demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively
- Learning Outcome 5** Recognize and consider the ethics of choices and actions.

Students create a portfolio to keep evidence of their learning and present a final reflection at the end of the two years.

<sup>1</sup> IBO, PPS guide, 2015



## 2. REFLECTIVE PROJECT (RP)

The Reflective Project is an in-depth 3000-word research project written undertaken with the support of a supervisor. One period a week is timetabled for this project. Students are, however, expected to commit a minimum of 50 hours of work to it over the course of several months.

Students may also choose to write a shorter essay, between 1500 to 2000 words, to accompany a short film, a spoken presentation, an interview, a play or a diorama.

The Reflective Project gives 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 critical and creative thinking skills

"The reflective project focuses on an ethical dilemma of an issue directly linked to the student's career related study. In addition to a written essay, students keep a record of their reflections on the process of undertaking and completing the reflective project using the Reflections on planning and progress form (RPPF). This record forms part of the final reflective project assessment."<sup>1</sup>

Students will also write a total of 1000 words over three "Reflection on Planning and Progress forms (RPPF)" completed at regular intervals during the course.

The Reflective Project is worth a total of 36 marks. It is internally assessed against the criteria below and moderated by the IB.

Assessment criteria:

1. Focus and method (6 marks)
2. Knowledge and understanding in context (9 marks)
3. Critical Thinking (12 marks)
4. Communication (3 marks)
5. Engagement and reflection on planning and progress (6 marks)

Please refer to the Reflective Project handbook for more details.

<sup>1</sup> IBO, Reflective Project Guide, August 2016

### 3. LANGUAGE DEVELOPMENT

As a core component, Language Development ensures students are exposed to at least one foreign language throughout their studies for a minimum of 50 hours.

Language Development:

- enables students to understand and apply the language they have studied in a variety of contexts
- encourages an awareness and appreciation for different perspectives from people of different cultures
- provides students with a basis for further study, work and leisure in a different country
- provides an opportunity for enjoyment, creativity and intellectual stimulation through the knowledge of an additional language.<sup>1</sup>

Haut-Lac students may opt to take a DP language B subject for their Language Development component.

Alternatively, students may choose to study another language individually or as a small group, thus demonstrating autonomy and engagement. With the help and support of a tutor, they will design a learning plan, including monitoring of progress and assessment, and implement it. This is a unique opportunity for students to take full responsibility for their learning, drawing on the Personal development component of the PPS course, with potential development in Service Learning. Three periods per week are timetabled for students opting for this self-teaching path.

Students have to create a Portfolio to evidence and reflect on their learning. This portfolio is designed to be a valuable addition to a student's CV.

One period per week is timetabled to work on the portfolio, and three periods to work on Language Development.

The Language Development is assessed via the portfolio. However, students who take a DP course are encouraged to sit the final IBDP examination, and students who opt to self-study another language are encouraged to sit the national exam for the chosen language (eg. DELE for Spanish, SENTT for Dutch etc...)

### 4. SERVICE LEARNING

"Service learning provides opportunities for students to understand their capacity to make a meaningful contribution to their community and society"<sup>2</sup>.

It consists of any activity initiated by students which will meet "an identified and authentic community need"<sup>6</sup>. Students are expected to devote a minimum of 50 hours to Service Learning. They are encouraged to develop projects that will address other strands of their programme, be it components of the core, the CRS or DP subjects. They will have one timetabled period per week to work on this component.

Service Learning is a unique opportunity to develop skills:

- decision-making skills
- problem-solving skills
- initiative
- responsibility
- accountability

As they investigate, prepare and implement possible activities, students will reflect and learn from their experiences and be prepared to give an account of this learning experience and show they have fulfilled all five Learning Outcomes.

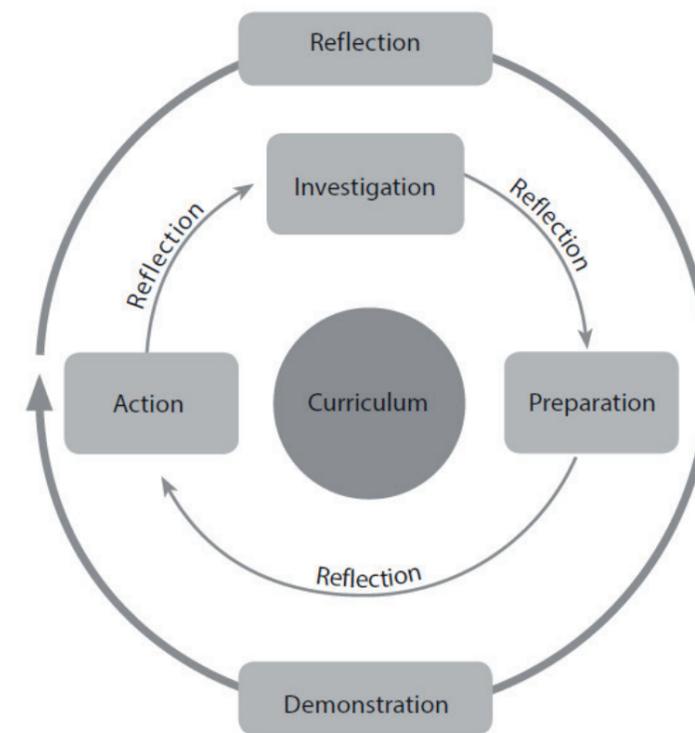


Figure 3  
The service learning model

Service Learning is assessed against Learning Outcomes (LO) 6:

<b>LO 1</b>	<b>Identify own strengths and develop areas for growth</b>
<b>Descriptor</b>	Students are able to see themselves as individuals with various and of which some are more developed than other.
<b>LO 1</b>	<b>Demonstrate participation with service learning experiences</b>
<b>Descriptor</b>	Students can articulate the five stages from investigating and conceiving an idea to executing a plan for a service learning experience or series of service learning experiences. Students may show their knowledge and awareness by building on a previous service learning experience, or by launching a new idea or process, or by advancing the work of others. This may be accomplished in collaboration with other participants.
<b>LO 3</b>	<b>Demonstrate the skills and recognize the benefits of working collaboratively</b>
<b>Descriptor</b>	Students are able to identify and critically discuss the benefits and challenges of collaboration gained through service learning experiences.
<b>LO 4</b>	<b>Demonstrate the skills and recognize the benefits of working collaboratively</b>
<b>Descriptor</b>	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.
<b>LO 5</b>	<b>Recognize and consider the ethics of choices and actions</b>
<b>Descriptor</b>	Students show awareness of the consequences of choices and actions in planning and carrying out service learning experiences.

<sup>1</sup> IBO, Language Portfolio, 2016  
<sup>2</sup> Service Learning Guide, IBO, 2016

## DIPLOMA PROGRAMME SUBJECTS:

Haut-Lac IBCP students are asked to choose three to five DP subjects to complete their programme.

They may choose to study these subjects at a Higher or Standard level. Subjects can be chosen depending on timetable constraints, teacher availability and student wishes. We advise students to choose their subjects with their career path in mind.

Haut-Lac offers the following IBDP subjects: (please refer to the DP handbook for more details)

### Group 1:

French Language and Literature HL SL  
English Literature HL SL  
English Language and Literature HL SL  
SSST (School Supported Self-taught Lang A)

### Group 2

French B HL SL  
French AB initio SL  
English B HL SL  
German B HL SL  
Spanish AB initio SL (online)  
Spanish B SL (online)  
Mandarin AB initio (online)

### Group 3

Geography in English HL SL  
History in English HL SL  
History in French SL  
Business management in English HL SL  
Economics in English HL SL  
Environmental systems and societies in English SL  
(also a group 4 subject)

### Group 4:

Chemistry in English HL SL  
Biology in English HL SL  
Biology in French HL SL  
Physics in English HL SL  
Environmental systems and societies in English SL  
(also a group 4 subject)

### Group 5:

Mathematics Analysis & approaches in English HL SL  
Mathematics applications & interpretation  
in English SL  
Mathematics applications & interpretation  
in French SL

### Group 6

Visual Arts in English HL SL  
Film in English HL SL

## SUBJECT COMBINATIONS BASED ON TEACHING BLOCKS (2024-2025):

### Teaching Block 1

French A Language and Literature HL  
 French A Language and Literature SL  
 French B HL  
 French B SL  
 French ab initio SL  
 German B HL (2 periods) only if French SL

### Teaching Block 2

English A Literature HL  
 English A Literature SL  
 English A Language and Literature HL  
 English A Language and Literature SL  
 English B HL  
 English B SL

### Teaching Block 3

Mathematics Analysis & approaches in English HL  
 Mathematics Analysis & approaches  
in English SL  
 Mathematical applications & interpretation  
in English SL  
 Mathematical applications & interpretation  
in French SL

### Teaching Block 4

Biology HL in English  
 Biology SL in English  
 Biology HL in French  
 Biology SL in French  
 Physics HL in English  
 Physics SL in English

### Teaching Block 5

Geography HL in English  
 Geography SL in English  
 Business HL in English  
 Business SL in English  
 Economics HL in English  
 Economics SL in English

### Teaching Block 6

Visual Arts HL in English\* (2 periods only if Visual Arts  
in block 7)  
 Film HL in English\*  
 Film SL in English\*  
 Chemistry HL in English  
 Chemistry SL in English  
 History HL in English  
 History SL in English  
 History SL in French

Visual Arts SL in English\*  
 German B SL  
 Spanish B SL (Pamoja)  
 Spanish ab initio SL (Pamoja)  
 Environmental Systems and Societies SL in English\*  
may be chosen either as a Group 3 (Individuals and  
Societies) or Group 4 (Sciences) subject  
 SSST (School Supported Self-taught Language A)  
 Computer Science SL in English

\* Subjects not accepted by Swiss Universities

## THE CAREER RELATED STUDY (CRS)

"The career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning". It enables students to streamline their interests, giving them a clear focus for further or higher education.

At Haut-Lac, students can choose one of three pathways delivered by our partner universities:

- **Sustainable Management with SUMAS in Gland, near Lausanne.**
- **International Sport Management with the World Academy of Sport**
- **Art and Design with Savannah College of Art and Design (USA)**

All these institutions are strategic partners of the IB delivering CRS of the highest quality. The last two curricula are delivered entirely online with school support.

- **Hospitality with Les Roches**

The SUMAS theoretical component is delivered online alongside an applied component on project and leadership delivered onsite in Gland.

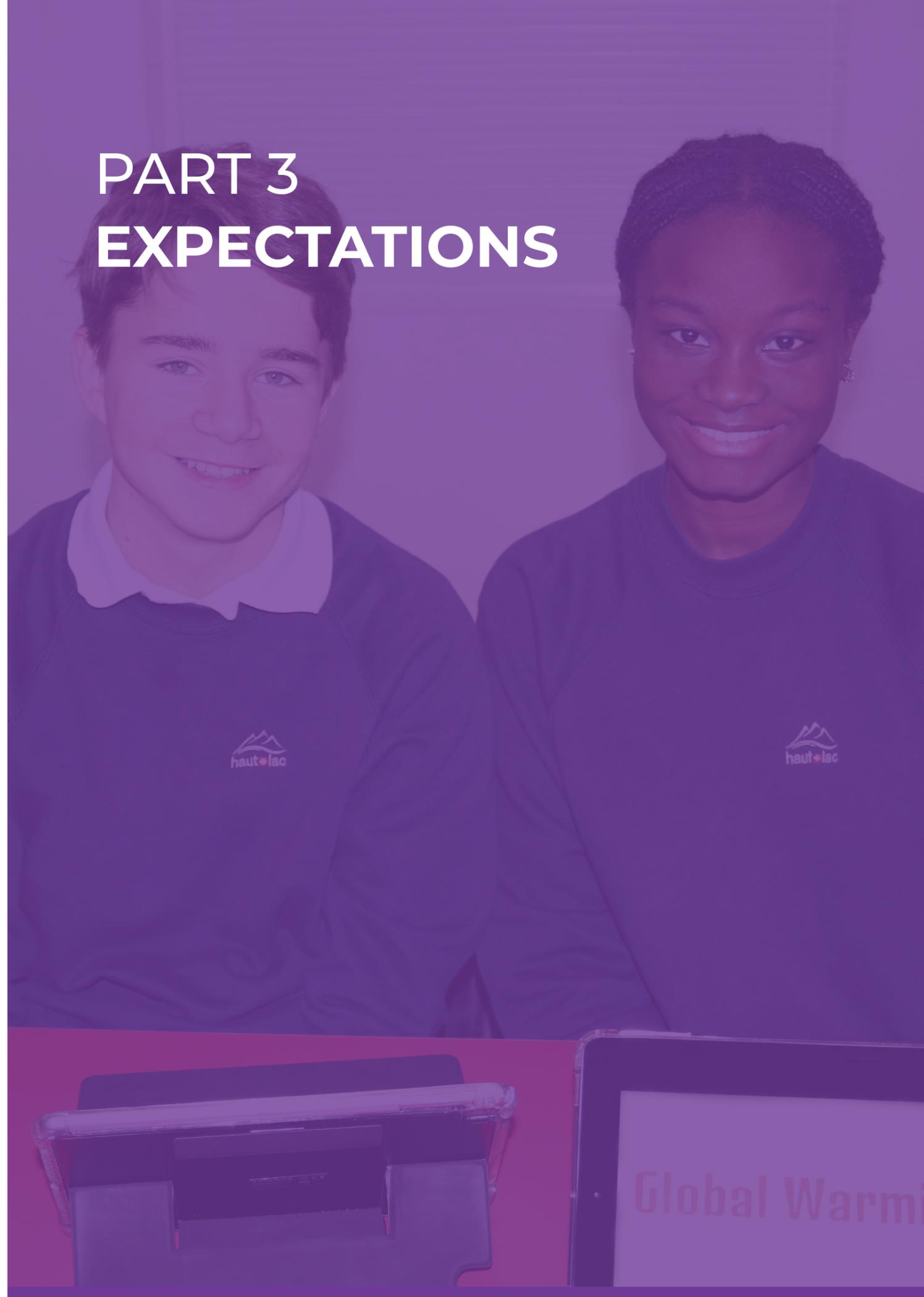
Students may obtain university credits from all three courses. The SUMAS hospitality course is also recognised by all the hotel schools in Switzerland, including EHL in Lausanne and the Glion institute of Higher Education.

Students will choose the CRS that best matches their interests. Five periods a week are timetabled for them to work on their online courses, with an Haut-Lac tutor monitoring their progress and communicating with the university partner.

<p>SUMAS</p> 	<p>A specific curriculum designed for CP students</p>	<ul style="list-style-type: none"> <li>• Fundamentals of sustainability</li> <li>• Sustainable innovation</li> <li>• Leadership</li> <li>• Applied component: Integrated project work (nature conservation, sustainable tourism, sustainable fashion)</li> </ul>
<p>World Academy of Sport</p> 	<p>Three set classes</p>	<ul style="list-style-type: none"> <li>• Introduction to International Sport Management</li> <li>• Sport Performance Management</li> <li>• Managing Sport Development</li> </ul>
<p>Savannah College of Art and Design</p> 	<p>Five classes to choose from in a very broad catalogue of first year Bachelor classes</p>	<ul style="list-style-type: none"> <li>• 3D Design and Drawing recommended but not compulsory, plus 2 other classes according to student's interest.</li> </ul>

<sup>1</sup> Overview of the Career-Related Programme, IBO, 2015

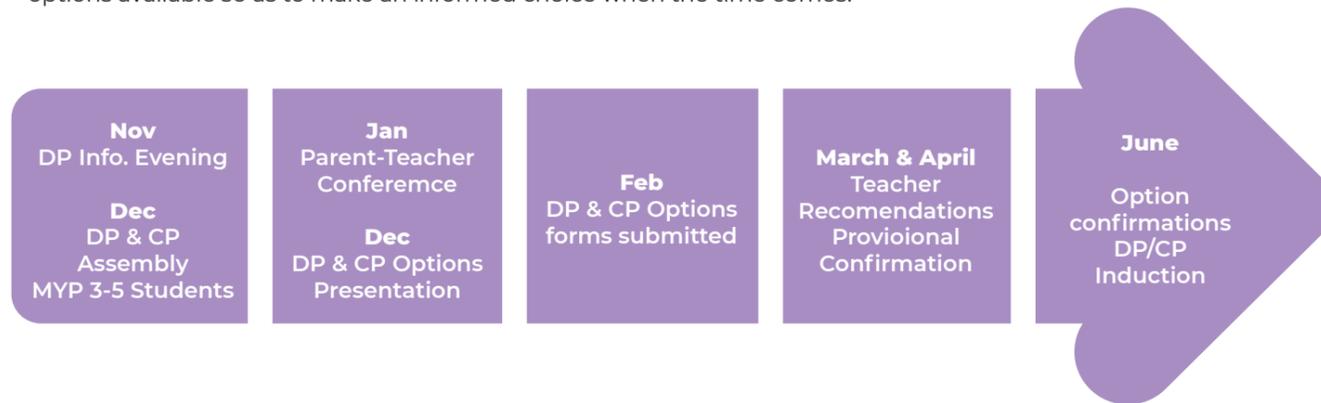
# PART 3 EXPECTATIONS



## 1. THE OPTIONS PROCESS

Haut-Lac will provide students and parents with information and advice throughout MYP5 to help them make informed decisions for the IBCP.

Students and parents are strongly encouraged to attend all the information sessions below, and ask questions well in advance so that they are familiar with the different options available so as to make an informed choice when the time comes.



Information & Presentation Dates:

- **October** – Step One Testing: careers inventory and aptitude
- **December** – Presentation and letter outlining IBCP entry requirements.
- **January** – Parent-Teacher Conferences, IB Diploma and IB Career-Related Programme option presentations, opportunity to meet subject teachers, and subject option form distribution.
- **January** – MYP5 Student Assembly regarding subject options, Alumni Evening tbc.
- **February** – Deadline for submitting 'Subject Options Form'
- **February** – Half-term report issued
- **February to March** – Review Period
- **March** – Teachers issue subject choice recommendations for students
- **April** – Provisional option choice confirmations issued
- **June** – Semester 2 marks given to the Head of School, DP Coordinator and CP Coordinator, who will check students have met requirements – Final subject choices confirmed
- **June** – Meetings are held with parents and students to discuss any issues, if necessary. 'Final Subject Options Form' to be brought to school signed on this time.
- **June** – DP/CP Student Induction

## 2. COMMITMENT

IB students strive to become fully responsible for their own learning. They will therefore diligently complete all assignments set by their teachers within the allocated time, as per Haut-Lac's homework policy.

All homework is posted on ManageBac. It is the student's responsibility to check ManageBac daily and ask for clarification if needed ahead of the deadline. Most of the work done in class is also posted on Manage Bac, so that students who have missed a class can catch up with the work done in their absence. It is the students' responsibility to do so.

## 3. ACADEMIC INTEGRITY

All IB students must have a perfect understanding of academic integrity. They must understand that acknowledging sources, building on them and using them critically will legitimate and add value to their own work.

The IB identifies the following academic integrity violations:

<b>Plagiarism:</b> Copying external sources
<b>Peer plagiarism:</b> Copying work from another student, or a student letting others use their work
<b>Collusion:</b> Coursework only and when working collaboratively
<b>Submitting work commissioned, edited by, or obtained from a third party</b>
<b>Inclusion of inappropriate, offensive, or obscene material</b>
<b>Duplication of work</b> (i.e. using IA work for EE)
<b>Falsification of data:</b> creating data (survey, experience) instead of reporting observations

The IB has established a several-tier penalty system for each of these violations, ranging from a letter of warning to no exam grade.

At Haut-Lac, we want students to understand what academic integrity means, and what is at stake when should they be in violation of it.

All students should therefore be familiar with the Haut-Lac Academic Integrity Policy on the following page:

## HAUT-LAC ACADEMIC INTEGRITY POLICY

In the DP and CP, students will work individually to complete DP/CP required assessment tasks as well as in groups. In addition to the references to group work listed in the MYP Academic Integrity Policy, DP/CP students are expected to meet the following expectations:

- Students will complete all of the work submitted for assessment in the DP/CP according to the DP/CP policies.
- Students know that the purpose of an assessment, formative or summative, is to show what they know, understand and can do and must provide their own work.
- Students understand what constitutes plagiarism and with regard to Internal Assessments, Extended Essay or Reflective project, use the tools, such as Turnitin.com, MLA resources to cite any sources, images, data, and/or ideas correctly.
- Students will abide by the conduct of the examinations as published by the IBO and communicated by the school.
- Students will report acts of academic misconduct from their peers.
- Students will abstain from obtaining undue assistance.
- Students will show responsible use of the internet.
- Students must also recognize that any behaviour or activity that gives them unfair advantage goes against the school's and IB's philosophies. These behaviours and activities include, but are not limited to:
  - Using an electronic device to either store information to retrieve it during a testing situation or to access information.
  - Sharing an assignment with a peer when the assignment is an individual one.
  - Submitting an assignment for multiple purposes.
  - Deliberately missing an assessment without a valid excuse, including not respecting an official school deadline.

### Responsibilities

#### School administration:

- All students understand the basic meaning and significance of academic integrity as a fundamental element of an Haut-Lac education; parents/guardians are made aware of the Academic Integrity Policy at information meetings and this is made available to them through parent presentations and on the school website.
- Under the leadership of the Coordinators and the Librarian, all students in the MYP/DP/CP programmes receive appropriate guidance and workshops about academic integrity, referencing, use of sources and how to acknowledge them and study skills and academic writing. This is reinforced by the classroom teachers.
- All teaching staff are made aware of this policy and of relevant IB publications at staff workshops at the beginning of every school year and receive appropriate training by the Librarian.
- All students are familiar with the consequences of malpractice.

#### Teachers:

- Take a balanced approach towards academic integrity by viewing it as a learning and teaching opportunity for students, as well as a behavior to be sanctioned in case of academic misconduct;
- Support and enforce the school's Academic Integrity Policy to the best of their ability including through being a role model (for instance in work handed out to students, in assignments and in teacher presentations to class) and providing guidance and opportunity to practice to their students when appropriate;
- Review subject-specific forms of malpractice at the beginning of every school year in all classes using age-appropriate examples both of good and poor practice.
- Report suspicion or detection of malpractice to their Subject Leader and if confirmed, log the incident in ManageBac and inform the Form Tutor (see section 'What will happen if malpractice is confirmed').

#### Librarian:

- The Librarian is a very useful resource for all students and teachers. She/he is an expert in the area of academic integrity and provides ethical guidance alongside information on the most appropriate citation system to use (at Haut-Lac, MLA) in each DP IA assignment and CP externally assessed work, as well as the Personal Project (MYP) the Extended Essay (DP) and the Reflective Project (CP). She/he is also responsible for our Turnitin subscription.
- The Librarian is the person responsible for giving advice to all students regarding all academic integrity related aspects. Age-appropriate and age-specific presentations are delivered on a yearly basis to all students, so they understand the expectations. Each presentation is accessible to students via ManageBac and there is a link in each of them to a site for FAQs.

#### Students:

In addition to the expectations outlined in the MYP and DP/CP section, students will:

- comply with all internal school deadlines; and
- ensure that all work submitted to a teacher is authentic, with the work or ideas of others fully acknowledged.

#### Parents/Guardians:

- Support the school's academic integrity policy to the best of their ability, and provide guidance to their children when appropriate;
- Understand and accept that the school must report any suspicion or detection of malpractice in officially submitted components to the IB.

#### Steps the school takes to support academic integrity

- Introductory presentation to each year group on an annual basis (or more often, if necessary) by the Librarian, that focuses upon research, referencing and academic integrity.
- Promotion and reinforcement of academic integrity, throughout the school by the subject teachers, as outlined in this document, for both written tasks and oral presentations.
- Workshops at the launch of the Personal Project, the Extended Essay and the Reflective Project that make clear the school's expectations of students regarding research (including the quality and diversity of the sources used) and referencing.

- Presentations and workshop sessions led by the DP programme coordinator to reinforce expectations regarding academic integrity.
- Centrally available documents (guides, policies) to support the Personal Project, the Extended Essay and the Reflective Project.
- Training staff to use Turnitin.com, which is available to teachers through ManageBac, to educate and to protect our students regarding academic integrity. Centralised responsibility for the administration of the same (Librarian).

#### What will happen if malpractice is suspected

- The teacher will investigate directly with the student and other parties as appropriate.
- If confirmed, the teacher will inform the Subject Leader and will log the incident in ManageBac to ensure that an accurate record of incidents is kept.

#### What will happen if malpractice is confirmed

If the piece of work is an official piece for the MYP/ DP/ CP programme, the Subject Leader must inform the Programme Coordinator, who, in consultation with the appropriate teacher(s) will recommend action to be taken which may include:

- Work is not marked and must be redone at a date fixed by the teacher.
- A compulsory supervised study session in order to complete the work in question.
- A formal meeting with the family.
- Internal exclusion.

The Programme Coordinator will strive to ensure that consistency and fairness are applied when such incidents take place.

Repeated incidents of academic misconduct and incidents that may put the student's Diplomas in jeopardy must be reported to the Head of School by the Programme Coordinator. The Head of School will recommend action to be taken, in consultation with the Programme Coordinator and in agreement with the procedures stipulated in the IB Academic Integrity Policy (2019).

In all cases:

- As stated above, the teacher will log the incident in ManageBac to ensure that an accurate record of incidents is kept.
- The relevant Form Tutor will be informed.
- The student and family will be informed of the gravity and consequences in the case of repetition.
- The student will have the right to have a parent, peer or teacher present in any discussion of a problem or incident, particularly if the consequences are especially heavy.

#### Conclusion

Our position as a school is two-fold:

- We are responsible for ensuring that all students, parents and staff are properly informed and that academic integrity is actively promoted.
- We recognize that academic integrity is best promoted via an educational process, aimed at preparing all students for their respective future paths.

Country	Number of Institutions
<b>Total</b>	<b>1088</b>
United States	776
United Kingdom*	131
Canada	33
The Netherlands	26
Australia*	18
Switzerland	12
United Arab Emirates	12
Portugal	8
France	7
Spain	7
Singapore	6
South Africa	5
Germany	4
Hong Kong	4
Italy	4
New Zealand	4
Austria	3
Czech Republic	3
India	3
Ireland	2
Malaysia	2
Mexico	2
Namibia	2
Philippines	2
Thailand	2
Argentina	1
Belgium	1
Denmark	1
Estonia	1
Greece	1
Israel	1
Latvia	1
Mauritius	1
Monaco	1
Turkey	1
*Note for these countries a large number of transcripts are directed to central processing hubs, such as UCAS in the UK and ACTAC in Australia and so the full list of universities is not always visible to the IB	



## KEY CONTACTS

### Head of Secondary

Rossella Cosso  
(rossella.cosso@haut-lac.ch)

### IBCP Coordinator

Beatrice Gillet  
(beatrice.gillet@haut-lac.ch)



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