



# International Baccalaureate Career-related Programme

*Curriculum Information Booklet 2026 - 2028*

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## 1.0 Welcome to the International Baccalaureate Career-related Programme (IBCP) at Epsom

Dear Parents

I am pleased to inform you that Epsom College will introduce the International Baccalaureate Career-related Programme (IBCP) from August 2026. The IBCP is recognised internationally for combining academic study with a clear professional focus. It prepares students to think carefully, act responsibly, and move with confidence into university and the world of work. At Epsom, it will sit alongside our established A-Level pathway, giving students a genuine choice in how they shape their education. Both routes will continue to benefit from the high academic expectations, strong pastoral systems, and broad co-curricular life that define our College.

The IBCP brings together IB Diploma subjects, a specialist vocational qualification, and a core that includes Personal and Professional Skills, Service Learning, Language Development, and a sustained Reflective Project. This combination encourages students to make connections between disciplines, understand the ethical dimensions of their studies, and develop the personal qualities needed to navigate real-world situations. These aims align closely with the IB's commitment to helping young people engage with the wider world in thoughtful and constructive ways.

This direction reflects our own mission. Epsom has always sought to develop capable and principled young people through a balance of academic depth, character development, and respect for community and culture. The Career-related Programme supports these values, offering a structure in which inquiry, reflection, service, and applied learning sit naturally together.

From 2026, we will offer three defined IBCP pathways: Engineering, Business, and Sport. Each pathway combines an internationally recognised BTEC qualification with selected IB subjects, allowing students to specialise while keeping the breadth that universities value. These pathways build on Epsom's strengths in science, technology, entrepreneurship, and sport, and will help strengthen our links with industry and higher education.

The IBCP is demanding in its own way, but students who approach it with curiosity and purpose will be well prepared for the next stage of their education. As ever, the partnership between home and school plays a significant role in this journey, and we appreciate the support and encouragement that parents provide. We look forward to welcoming our first IBCP cohort in August 2026 and to seeing them grow as learners and as members of the Epsom community.

Yours faithfully



Avis Parker  
Head of School



## 1.1 Epsom College Malaysia Vision and Mission

Our Vision and Mission guide everything we do at Epsom.  
They shape our teaching, our pastoral care, and our community.

### Vision:

To be Asia's leading international school, delivering a world-class British education enriched by Asian heritage and values.

### Mission:

We are committed to nurturing capable and principled young people by combining British academic excellence with holistic development, strong pastoral care, and a deep respect for Asian heritage. Within a warm and inclusive school community, we cultivate kindness, integrity, and ambition to prepare our students for purposeful and impactful lives in a global society.

## 1.2 The International Baccalaureate (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 organisation works with schools, governments and international organisations 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.*

The IB mission aligns closely with Epsom's vision and mission. Both place academic excellence alongside the development of character, values, and intercultural understanding. The IB emphasises inquiry, reflection, service, and respect for diversity, while Epsom is committed to nurturing capable and principled young people through a world-class British education enriched by Asian heritage. Together, these principles ensure that students are prepared not only for academic success but also for purposeful and impactful lives in a global society.



## 2.0 The IBCP at a Glance

The International Baccalaureate Career-related Programme (IBCP) is a two-year pathway for students aged 16 to 19 who wish to combine academic study with a clear professional focus. It brings together IB Diploma subjects, a recognised vocational qualification, and a reflective core designed to help students develop the personal and practical skills needed for university and the workplace. The programme encourages students to think carefully, act responsibly, and understand the wider impact of their decisions.



### 2.1 Core Principles of the Career-related Programme

At Epsom, students follow one of three pathways:

- A career-related qualification
- Two or more IB Diploma subjects
- The CP Core

Engineering, Business, or Sport. Each pathway combines an internationally recognised BTEC qualification with IB subjects chosen for their relevance and academic strength.

Each student takes three subjects at Higher Level (HL), which involve greater depth and 240 hours of study, and three at Standard Level (SL), which involve 150 hours.

All students also complete the IB Core, which strengthens critical thinking, research, and personal engagement:

## 2.1.1 IB Subjects within the CP

Students take at least two IB Diploma subjects. These are taught and assessed in the same way as in the full Diploma Programme, but within a specialised pathway. At Epsom, the available combinations are: engineering, business, and sport.

### IBCP 1: Engineering, Applied Mathematics, and Computer Science



#### SL Computer Science

Provides computational thinking and programming skills.



#### SL Maths Applications

Develops critical thinking through real-world math applications.



#### Engineering

Engineering includes mechanical, digital, manufacturing, aeronautical and mechatronics. Engineering is the application of scientific principles and practical knowledge to transform ideas and materials into products.

### IBCP 2: Business, Applied Mathematics, and Digital Literacy



#### SL Digital Society

Understanding technology's impact on society and life.



#### SL Maths Applications

Develops critical thinking through real-world math applications.



#### Business

Business provides in-depth knowledge of business operations and management. It covers various aspects, including marketing campaigns, personal finance, and strategic planning, preparing students for careers in public, private, or voluntary sectors.

### IBCP 3: Sport, Psychology, and Business



#### SL Psychology

Explores human behavior and mental processes.



#### SL Business

Examines commerce, organizations, and economic dynamics.



#### Sports

Sport blends practical activities with theory (anatomy, coaching, psychology, nutrition) to prepare students for careers in the sports industry, offering a pathway to employment or higher education in sports science, coaching, or related fields.

These subjects provide the academic foundation that supports and enriches the career-related study. Together, the Core strengthens critical thinking, research, and personal engagement.

### 2.1.2 The CP Core

The CP Core is central to the programme. It encourages students to connect their academic learning with their vocational study and to develop the personal qualities needed for further study and professional life. The Core consists of four elements:

#### **Personal and Professional Skills (PPS)**

A taught course that develops communication, critical thinking, ethical understanding, and practical skills for study, work, and life.

#### **Language Development**

Planned progress in an additional language, supporting communication skills and intercultural understanding.

#### **Service Learning**

Sustained engagement in service activities, linked to structured reflection and an understanding of community needs.

#### **Reflective Project**

An extended piece of supervised work in which students explore an ethical issue related to their career-related study.

Together, these elements help students become organised, reflective, and responsible learners.

### 2.1.3 Assessment at a Glance

Assessment in the IBCP reflects its mixed academic and applied nature.

#### **IB subjects**

- Assessed through the standard IB model, combining examinations and internally assessed coursework.
- Grades are awarded on the IB 1–7 scale.

#### **BTEC qualification**

- Assessed through a series of assignments, practical tasks, and externally moderated units.
- Graded using Pass, Merit & Distinction criteria.

#### **CP Core**

- The Reflective Project is assessed externally by the IB and graded on a scale from A to E.
- PPS, Service Learning, and Language Development must be completed successfully and verified by the school.

To be awarded the IBCP, students must pass their career-related study, complete all Core components, and achieve at least a grade 3 in each IB subject.

## 2.2 Global Recognition and University Admissions

The IBCP is recognised by universities in the UK, Australia, New Zealand, Europe, Asia, and increasingly in North America. Many institutions welcome the combination of academic subjects, applied learning, and reflective coursework, particularly for degrees aligned with each pathway.

Entry requirements vary by university. They may include:

- Specific grades in IB subjects
- Results in the career-related qualification (e.g., Distinction or Merit in BTEC units)
- Course-specific prerequisites such as mathematics or science at the appropriate level

Students apply with predicted grades from both components of the programme, and offers are confirmed once final results are released. Families should check university guidance for the IBCP when making pathway and subject choices; the school's university counselling team will assist throughout this process.



## 3.0 Launch of the IBCP at Epsom

From August 2026, Epsom College will offer the International Baccalaureate Career-related Programme as a formal alternative to A-Levels. The introduction of the IBCP reflects the College's commitment to providing academically strong and professionally relevant pathways that prepare students for university and the demands of a rapidly changing world. The programme will begin with three clearly defined routes: Engineering, Business, and Sport. Each combines IB academic subjects with an internationally recognised BTEC qualification and the IB Career-related Programme Core.

### 3.1 Implementation Timeline

The following timeline outlines how the Career-related Programme will be introduced at Epsom and the key stages for students as they move through the two-year pathway.

#### October 2025:

Information events and guidance for Year 11 students and families. Pathway presentations, subject discussions, and introduction to the Engineering, Business, and Sport routes.

#### November 2025 – April 2026:

Pathway selection and course confirmation. Students meet with senior staff and university counsellors to ensure that their chosen route aligns with their strengths and aspirations. Entry requirements for each pathway are published and reviewed with families.

#### May 2026:

Final confirmation of the first IBCP cohort. BTEC induction materials, bridging activities, and recommended reading provided to students.

#### August 2026:

Launch of the IBCP at Epsom. Students begin with a dedicated induction programme introducing:

- IB expectations and study routines
- the CP Core (PPS, Service Learning, Language Development, Reflective Project)
- academic and vocational requirements for each pathway

#### 2026–2027 (Year 1):

Students begin their IB subjects and BTEC courses. Key milestones include:

- PPS units focusing on communication, organisation, and ethical thinking
- initial Service Learning cycles
- selection of the Reflective Project focus area
- submission of early BTEC assignments

#### 2027–2028 (Year 2):

Students deepen their vocational and academic study. Milestones include:

- completion of higher-level BTEC units and practical tasks
- sustained progress in Language Development
- drafting, revising, and submission of the Reflective Project
- completion of IB course assessments and examinations

#### May–June 2028:

Final assessments for both IB subjects and the BTEC qualification.

#### July 2028:

Results released. Students progress to university programmes that value the blend of academic preparation, applied learning, and reflective work characteristic of the IBCP.

### 3.2 Pathway Development and Industry Links

The three pathways have been shaped through conversations with universities and employers, ensuring that each route supports progression into relevant degrees and professions.

- The Engineering Pathway aligns with fields such as mechanical engineering, robotics, renewable energy, and computer science.
- The Business Pathway reflects growing demand for digital transformation, data literacy, entrepreneurship, and finance.
- The Sport Pathway supports entry into sport science, physiotherapy, coaching, and sports management.

Each pathway will continue to evolve, with opportunities for guest speakers, industry workshops, site visits, and collaborative projects designed to deepen students' understanding of applied learning.

### 3.3 Choosing Between A-Levels and the IBCP

From 2026 onwards, students in the Sixth Form will have a genuine choice between two distinct academic pathways. A-Levels offer subject specialisation through a traditional linear route, while the IBCP provides a structured blend of academic study and applied learning, supported by a reflective and skills-focused core.

Both pathways lead to strong university outcomes, but they suit different learners. The decision between A-Levels and the IBCP should be based on a student's strengths, aspirations, and preferred way of learning. Epsom will guide students and families carefully through this process to ensure each young person selects the option that best supports their future direction.



## 4.0 The IB Curriculum Framework

The IB Career-related Programme brings together academic study, applied learning, and personal development within a coherent framework. It encourages students to think critically, communicate clearly, act ethically, and understand the wider implications of their choices. At Epsom, the framework is designed to prepare students for university study and emerging fields of industry.



### 4.1 The IB Learner Profile

The IB Learner Profile sits at the heart of every IB programme. It describes the values and dispositions that guide how students learn, how they work with others, and how they contribute to their communities. These attributes are especially important in the Career-related Programme, where academic study, applied learning, and personal development come together.

IB learners strive to be:

- **Inquirers** who nurture curiosity, develop strong research habits, and learn independently and collaboratively.
- **Knowledgeable** students who use conceptual understanding to explore issues with local and global significance.
- **Thinkers** who approach complex problems with care, reasoning, and ethical awareness.
- **Communicators** who express ideas clearly, work well with others, and value different perspectives.
- **Principled** individuals who act with integrity, fairness, and respect for the rights of others.
- **Open-minded** students who appreciate their own cultural backgrounds while engaging thoughtfully with the traditions and viewpoints of others.
- **Caring** members of the community who show empathy and take meaningful action to improve the lives of others.
- **Risk-takers** who approach uncertainty with determination, explore new ideas, and adapt to challenges with resilience.
- **Balanced** young people who recognise the importance of wellbeing and understand how intellectual, physical, and emotional aspects of life shape one another.
- **Reflective** learners who consider their strengths and areas for growth and use this understanding to guide their development.

These attributes emphasise more than academic achievement. They highlight respect for self, others, and the wider world, and they help students cultivate the qualities needed to contribute positively to their communities and future professions.

## 4.2 The CP Model Explained

The Career-related Programme is built around a simple idea: students learn best when academic study, applied learning, and personal development reinforce one another. The CP model brings these elements together in a coherent structure that prepares students for university and for the responsibilities of adult life.

The programme has three interconnected parts:

### IB Diploma subjects

Students study at least two IB subjects, which provide the academic depth and conceptual understanding associated with an IB education. These subjects give students the theoretical grounding they need to make sense of their specialised pathway and to engage with new ideas at university.

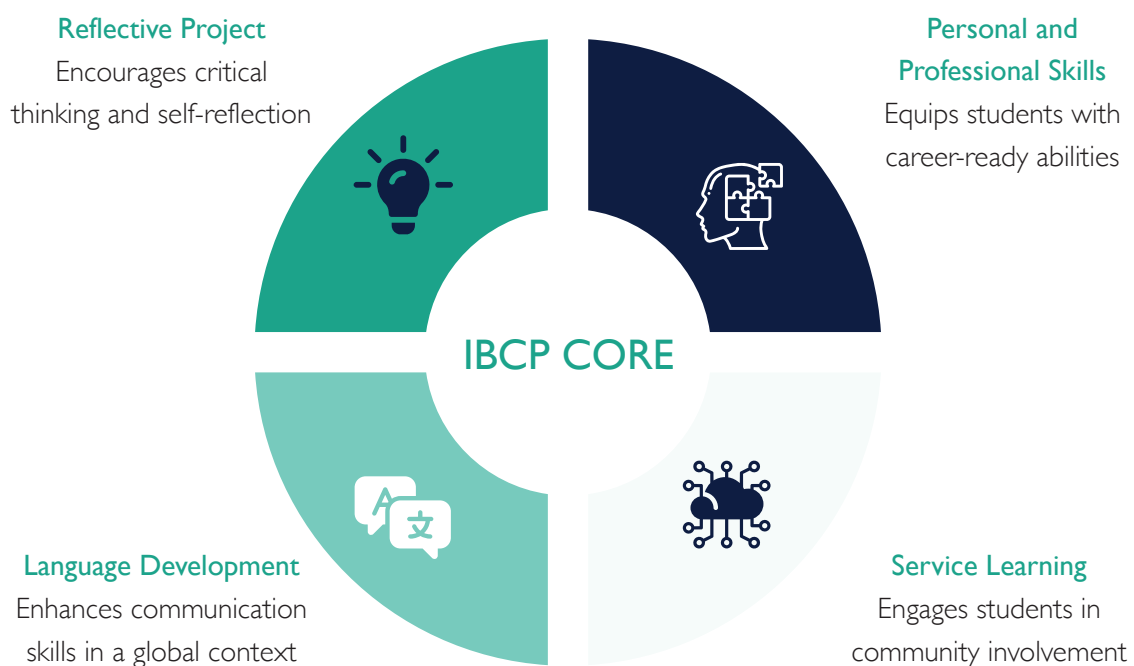
### Career-related study

Alongside their IB subjects, students complete a substantial vocational qualification. At Epsom this takes the form of a BTEC in Engineering, Business, or Sport. This component emphasises practical learning, industry-aligned skills, and sustained coursework. It allows students to explore a chosen field in meaningful depth.

### The CP Core

The Core brings the programme together. Through Personal and Professional Skills, Service Learning, Language Development, and the Reflective Project, students learn to think carefully about ethical questions, communicate effectively, understand the needs of others, and reflect on their own development.

These three elements are not separate tracks. They are designed to inform one another: academic study strengthens applied work; applied learning gives context to theory; and the Core encourages students to see how their studies connect to real people and real situations. The result is a programme that supports both intellectual growth and practical readiness, helping students move confidently into the next stage of their education.



### 4.3 Components of the CP: Academic, Applied, and Reflective

The Career-related Programme is built on three strands that work together to support students' development. Each strand plays a distinct role, but their value lies in how they complement one another across the two years of study.

#### Academic

Students take at least two IB Diploma subjects, taught and assessed to the same standards as in the full Diploma Programme. These subjects develop the analytical thinking, conceptual understanding, and disciplined study habits needed for success at university. They provide the theoretical framework that helps students interpret their vocational work with greater depth and clarity.

#### Applied

The career-related study forms the practical centre of the programme. At Epsom, this takes the form of a BTEC in Engineering, Business, or Sport. Students work on real-world tasks, sustained projects, and vocational assignments that build technical knowledge and applied skills. This hands-on learning apparatus helps students understand how ideas operate in professional settings and gives them the experience of expectations they will face in further at universities or employment.

#### Reflective

The CP Core encourages students to make sense of their academic and applied learning by examining their values, actions, and responsibilities.

- Personal and Professional Skills support their growth as communicators, collaborators, and ethical thinkers.
- Service Learning helps them understand community needs and the impact of meaningful action.
- Language Development builds intercultural awareness and confidence in communication.
- The Reflective Project asks students to explore an ethical issue connected to their chosen pathway with rigour and independence.

Together, these reflective elements shape students into thoughtful learners who understand not only what they know, but how they use that knowledge and why it matters.





## 5.0 The IB Core

The CP Core is the unifying element of the Career-related Programme. It gives students the space to think carefully about their learning, apply their knowledge in meaningful contexts, and develop the personal qualities that underpin effective study and responsible decision-making. The Core is not an additional burden; it is the lens through which students make sense of both their academic subjects and their vocational pathway.

The Core has four components, each with a distinct purpose but designed to work together.

### 5.1 Personal and Professional Skills (PPS)

PPS is a taught course that develops the habits, attitudes, and practical capabilities students need for university and adult life. Through structured units and guided reflection, students explore areas such as:

- Critical thinking and problem-solving
- Communication and collaboration
- Intercultural understanding
- Ethical reasoning and decision-making
- Professional conduct and organisation

Lessons encourage students to consider how they respond to challenges, how they work with others, and how their values shape their choices. PPS strengthens the link between classroom learning and future aspirations.

### 5.2 Service Learning

Service Learning invites students to engage with real needs in their communities. Rather than volunteering in isolation, students follow a cycle of investigation, planning, action, reflection, and demonstration. This process helps them understand not only what they do, but why it matters.

Through their projects, students develop empathy, responsibility, and a deeper appreciation of how their knowledge and skills can be used to support others. Service Learning also reinforces the international-mindedness central to all IB programmes.

### 5.3 Language Development

Language Development supports progress in an additional language chosen by the student. It respects the varied linguistic backgrounds of CP learners while reinforcing the importance of communication in a global context.

Students set clear learning goals, follow a structured plan, and document their progress. The emphasis is on practical use of the language and on building confidence, whether for academic study, travel, or interaction in multicultural environments.

### 5.4 Reflective Project

The Reflective Project is the CP's major piece of independent work. Students investigate an ethical issue arising from their career-related study—for example, data privacy in computing, sustainability in engineering, fair labour practices in business, or welfare considerations in sport.

Working with a supervisor, they examine the issue from different viewpoints, analyse evidence, and present a well-reasoned argument. The final project, assessed externally by the IB, may take the form of a written essay or a combination of written and multimedia work.

The Reflective Project develops academic writing, ethical awareness, and disciplined research. It also gives students a sense of ownership over their learning, as they pursue a topic that has relevance both to their studies and to the world beyond school.



## 6.0 Epsom's Career-related Pathways

From 2026, students entering the IB Career-related Programme at Epsom will follow one of three structured pathways. Each pathway combines:

- A recognised BTEC qualification
- Two or more IB Diploma subjects selected for academic strength and relevance
- The CP Core

Together, these elements create a coherent route into university courses and professional fields linked to engineering, business, and sport.

### 6.1 Engineering Pathway

The Engineering pathway is designed for students who are drawn to design, systems thinking, problem-solving, and applied mathematics.

#### IB Subjects:

- **Mathematics: Applications and Interpretation (SL)**  
This course focuses on applying mathematics to real data and practical situations. Students work with statistics, modelling, and digital tools to interpret patterns and support quantitative decision-making. Its applied nature makes it well suited to students progressing towards engineering and technology-related disciplines.
- **Computer Science (SL)**  
Computer Science develops computational thinking and problem-solving through the study of algorithms, programming, data structures, and computer systems. Students work with real-world data and learn how software is designed, tested, and improved, with opportunities to explore emerging areas such as artificial intelligence and machine learning. The course strengthens logical reasoning and creativity, preparing students for further study in engineering, computing, and technological innovation.

#### Career-related Study:

- **BTEC Engineering**  
This qualification provides a practical introduction to how engineering operates in real-world contexts. Students develop skills in design, prototyping, materials, electronics, and mechanical systems through hands-on projects and structured assignments. The course emphasises applied learning, technical precision, and the ability to solve problems using both creativity and disciplined methodology. It offers strong preparation for engineering degrees and technical fields.

Together, these elements create a strong technical foundation while developing the analytical skills valued in engineering and applied sciences. Students explore authentic design challenges, refine their computational thinking, and understand how engineering principles shape modern industry.

## 6.2 Business Pathway

The Business pathway supports students who are interested in management, innovation, entrepreneurship, and the dynamics of global markets.

### IB Subjects:

- **Mathematics: Applications and Interpretation (SL)**

This course focuses on applying mathematics to real data and practical situations. Students work with statistics, modelling, and digital tools to interpret trends and support decision-making. Its applied nature makes it well suited to business studies, where quantitative reasoning underpins analysis in finance, operations, and market research.

- **Digital Society (SL)**

Digital Society explores how technology shapes individuals, communities, and global systems. Students examine themes such as privacy, digital identity, cybersecurity, and the impact of artificial intelligence. Through case studies and ethical analysis, they develop informed perspectives on the opportunities and challenges of living and working in a digital world. The course supports pathways in business, digital innovation, and the social sciences.

### Career-related Study:

- **BTEC Business**

This qualification provides a practical introduction to how organisations operate and make decisions. Students explore areas such as marketing, finance, human resources, and strategy through real-world case studies and applied assignments. The qualification emphasises problem-solving, analytical thinking, and commercial awareness, preparing students for business-related degrees and future roles across diverse industries.

Together, these elements provide a balanced foundation for further study in business, management, marketing, digital innovation, and the social sciences. Students learn to analyse data, interpret technological change, and understand the broader context in which modern organisations operate.

## 6.3 Sports Pathway

The Sports pathway is suited to students interested in sport science, coaching, performance, psychology, and the management of sport as a global industry.

### IB Subjects:

- **Business Management (SL)**

This course explores how individuals and organisations make decisions, allocate resources, and respond to challenges in competitive environments. Students analyse real case studies, evaluate business strategies, and examine themes such as ethics, sustainability, and innovation. The course links naturally to sport management, where strategic planning, marketing, and organisational leadership are essential.

- **Psychology (SL)**

This course examines human behaviour through biological, cognitive, and sociocultural perspectives. Students analyse how people think, learn, and perform, and evaluate research that explores motivation, resilience, and group dynamics. The course provides a strong foundation for sport psychology, coaching, education, health sciences, and related fields.

### Career-related Study:

- **BTEC Sport**

This qualification offers an applied introduction to human performance, fitness, coaching, and the sports industry. Students explore areas such as anatomy and physiology, training principles, leadership in sport, and the organisation of sporting events. The qualification emphasises practical application, analytical thinking, and effective communication, preparing students for degrees in sport science, coaching, physical education, and sport management.

Together, these elements create a well-rounded pathway that blends practical experience with academic insight. Students gain an understanding of human performance, behaviour, and the organisational structures that support modern sport. This prepares them for a wide range of university programmes and future careers in the sports sector.



## 7.0 Assessment in the IBCP

Assessment in the Career-related Programme reflects the blend of academic, applied, and reflective learning that defines the qualification. Students are assessed through three components:

- IB Diploma subjects
- The career-related qualification (BTEC)
- The CP Core

Each part contributes to the overall rigour of the programme while recognising different strengths and ways of demonstrating understanding.

### 7.1 Assessment of IB Subjects

IB subjects within the CP are assessed in exactly the same way as in the full Diploma Programme. This ensures the academic standards of the IBCP are aligned with international expectations.

Assessment typically includes:

- externally set and marked examinations
- internally assessed coursework that is externally moderated
- subject-specific practical or investigative work (where applicable)

Each IB subject is graded on the 1–7 scale. Students must achieve at least a grade 3 in each IB subject to be awarded the IBCP.

### 7.2 Assessment of the Career-related Study (BTEC)

The BTEC qualification provides an applied assessment experience rooted in industry practice.

Students complete:

- assignment-based tasks
- practical assessments
- project work
- externally moderated units

Grades follow the recognised vocational scale: Pass, Merit, Distinction. Successful completion of the full career-related qualification is required to achieve the IBCP.

## 7.3 Assessment of the CP Core

Each part of the Core has its own expectations:

### Personal and Professional Skills (PPS)

Assessed through completion of course requirements, engagement in lessons, and evidence of skill development. Schools verify that students have met all criteria.

### Service Learning

Assessed through documented planning, action, and reflection. Students must demonstrate sustained involvement and thoughtful engagement with community needs.

### Language Development

Assessed through a portfolio that tracks progress toward individual language goals.

### Reflective Project

This is the only Core component graded by the IB. It receives a grade from A to E, based on the quality of research, ethical analysis, communication, and reflection.

## 7.4 Conditions for the Award of the IBCP

To be awarded the IB Career-related Programme certificate, students must:

- complete all components of the CP Core
- achieve at least a grade 3 in each IB subject
- successfully pass the full BTEC qualification
- achieve at least an E grade or above in the Reflective Project
- meet the school's attendance and academic expectations

Students who do not meet every requirement may still receive certificates for individual components, such as IB course results or the BTEC award, but not the full IBCP certificate.

## 7.5 How Assessment Supports Progression

The combination of academic examinations, applied assignments, and reflective coursework provides universities with a clear picture of a student's strengths. The programme develops:

- subject knowledge
- practical competence
- research skills
- ethical and reflective awareness
- sustained engagement with real-world challenges

This range of assessment evidence aligns well with university admissions expectations for courses that value independence, analytical thinking, and practical experience.

## 8.0 Life as an IBCP Student at Epsom

Students in the Career-related Programme join a learning community that values independence, curiosity, and responsibility. The structure of the IBCP encourages students to balance academic study with applied learning and reflective practice. At Epsom, this is supported by dedicated facilities, strong pastoral care, and a culture that promotes personal ambition alongside service to others.

### 8.1 Independent Learning and Study Skills

The IBCP expects students to take increasing ownership of their learning. With a timetable that includes academic lessons, BTEC workshops, Core sessions, and supervised study periods, students learn to manage their time with purpose.

They are supported through:

- structured study skills sessions
- guidance on research, organisation, and academic integrity
- access to specialist teachers and careers advisers
- opportunities to collaborate with peers across pathways

This balance helps students prepare for the expectations of university, where independence and self-management are essential.

### 8.2 Pastoral and Wellbeing Support

Epsom places pastoral care at the centre of school life. CP students benefit from:

- regular tutor meetings
- academic mentoring
- wellbeing guidance from the pastoral team
- access to workshops on resilience, balance, and healthy routines

The nature of the CP (combining academic study, applied learning, and service) means students occasionally encounter demanding periods. The pastoral system ensures they navigate these challenges with confidence and support.

### 8.3 Facilities for IB Students

IBCP students have access to facilities that support both academic learning and practical application:

- specialist classrooms for IB subjects
- engineering, sport, and business project spaces linked to each pathway
- laboratories, computer suites, and the Innovation Hub
- dedicated Sixth Form Centre for independent study
- access to sports science and fitness facilities (for the Sport pathway)
- meeting spaces for group work, presentations, and Reflective Project supervision

These spaces allow students to move smoothly between theoretical and applied learning, mirroring the structure of the programme itself.

## 8.4 Opportunities Beyond the Classroom

Life as a CP student extends well beyond academic sessions. Guided by the CP Core, students participate in activities that broaden their perspectives and deepen their understanding of the world around them.

These include:

### Service Learning:

sustained involvement in community projects, often linked to themes in their chosen pathway.

### Industry Partnerships and Epsom Live Talks:

regular talks, workshops, and masterclasses with professionals from engineering, business, sport, and digital fields.

### Workshops and Enrichment Activities:

opportunities to develop leadership, communication, teamwork, and project management skills.

### Research and Inquiry Projects:

supervised work that supports the Reflective Project and cultivates disciplined investigation.

Through these experiences, students learn how knowledge, skills, and ethics interact in real-world contexts.

## 8.5 What It Takes to Succeed in the CP

Students who thrive in the IBCP tend to:

- enjoy both academic study and practical application
- take initiative in organising their work
- collaborate effectively with others
- reflect on their development and respond to feedback
- show curiosity about the wider world and the ethical dimensions of their chosen field

The CP rewards students who are ready to balance responsibility with independence. With support from the Epsom community, they grow into learners who are prepared for university, employment, and the challenges of an interconnected world.

## 8.6 Support available at Epsom

Teachers, tutors, and supervisors provide close guidance, and parents play a vital role in encouraging healthy routines. With this partnership in place, students can navigate the demands of the programme with confidence.

The IBCP is demanding, but it is achievable. Students who combine commitment, balance, effective study habits, resilience, and curiosity leave not only with strong results but with skills that will serve them well at university and beyond.

## 9.0 Beyond the Classroom

The Career-related Programme encourages students to extend their learning beyond formal lessons. Experiences outside the classroom help students understand the relevance of their studies, develop confidence, and build the personal qualities needed for university and professional life. At Epsom, enrichment is not an optional extra but an integral part of the CP experience.

### 9.1 Enrichment and Co-Curricular Opportunities

CP students take part in a wide range of co-curricular activities that promote balance, leadership, and wellbeing. These may include:

- sports teams and fitness programmes
- creative and performing arts
- research and academic societies
- design, coding, robotics, or engineering clubs
- business and entrepreneurship competitions
- Duke of Edinburgh activities and outdoor learning

These opportunities help students apply their skills, explore new interests, and form connections across year groups and pathways.

### 9.2 Epsom Live Talks and Industry Partnerships

Epsom's programme of visiting speakers and industry partners plays a central role in enriching the CP experience. Throughout the year, students hear from engineers, entrepreneurs, digital specialists, researchers, and leaders from sport, business, and technology.

Talks and workshops allow students to:

- gain insight into contemporary issues in their field
- see how academic knowledge applies in professional settings
- develop networks for future work experience or university applications
- understand the ethical, social, and cultural dimensions of real-world decision-making

These sessions strengthen the connection between study and future pathways.

### 9.3 Internships and Work Experience Links

While formal internships vary by industry and local regulations, Epsom actively supports CP students in gaining exposure to professional environments. Opportunities may include:

- short work experience placements
- shadowing professionals during school holidays
- industry-linked projects within the BTEC course
- collaboration with external organisations for Service Learning or Reflective Project research

These experiences help students understand workplace expectations, develop confidence, and make informed decisions about university choices and future careers.

## 9.4 What It Takes to Succeed in the CP

Success in the CP depends not only on academic commitment but also on a willingness to engage with the wider world. Students who make the most of the programme typically:

- participate fully in co-curricular activities
- take initiative when opportunities arise
- demonstrate reliability and responsibility in community and industry engagements
- use feedback to refine their performance, whether in the classroom or beyond it

The CP supports students in becoming adaptable, thoughtful, and engaged young adults.

## 9.5 Approaches to Teaching and Learning (ATL)

All IB programmes are underpinned by approaches to teaching and learning that help students become effective, independent learners. In the CP, these approaches strengthen the link between academic subjects, vocational study, and the Core.

Key ATL skills include:

- critical and creative thinking
- organisation and self-management
- research and information literacy
- communication in varied forms
- collaboration and leadership

Teachers model these approaches through inquiry-based lessons, real-world applications, structured reflection, and personalised guidance. Students practise these skills across all aspects of the programme, from IB subjects to BTEC assignments, from Service Learning to the Reflective Project.



## 10.0 University Pathways and Recognition

The IB Career-related Programme (IBCP) is increasingly recognised by universities in the UK, Australia, New Zealand, Europe, Asia, and North America. Its combination of academic study, applied learning, and reflective coursework gives students a distinctive profile: one that demonstrates subject knowledge, practical competence, and the ability to work independently.

The pathways offered at Epsom—Engineering, Business, and Sport—are designed with clear progression routes in mind. Each combines relevant IB subjects, a recognised BTEC qualification, and the CP Core, giving students both the academic grounding and practical experience valued by universities and employers.

Epsom's long-standing record of sixth-form success will provide recognition and support CP students. Our established relationships with universities, strong counselling provision, and well-developed preparation programmes ensure that students make informed decisions and apply with confidence.

### 10.1 How Universities Value the IBCP

Many universities welcome applicants who have completed the programme, particularly for degrees aligned with the student's career-related pathway. Institutions recognise that CP students bring a blend of academic knowledge, applied skills, and reflective understanding.

Integrated academic and applied learning: Students combine at least two IB Diploma subjects with a recognised career-related qualification such as a BTEC, giving them both theoretical and practical expertise.

- Depth in chosen areas: Diploma Programme subjects provide strong academic grounding in fields related to the student's intended pathway.
- Career-related competence: The Career-related Study develops technical skills, industry knowledge, and applied project experience valued by universities and employers.
- Research and ethical reasoning: The Reflective Project requires sustained academic writing, critical evaluation of sources, and ethical analysis, often at a level comparable to early undergraduate study.
- Global awareness and personal development: Personal and Professional Skills (PPS) builds communication, intercultural understanding, problem-solving, resilience, and professional conduct.
- Real-world engagement: Service Learning enables students to apply what they study to authentic community contexts, demonstrating initiative, collaboration, and civic responsibility.
- Language development: All CP students continue improving an additional language, supporting university expectations for global competence.

For current university recognition policies, families may consult the International Baccalaureate's official database of higher education statements:

**IB Recognition Database:** <https://recognition.ibo.org/en-US/>

This tool allows users to search by country, region, and institution to review up-to-date admission guidance for the IBCP and other IB programmes.

## 10.2 Recognition by Region

### United Kingdom

Many UK universities accept the IBCP for degrees in business, sport, digital innovation, engineering foundation programmes, and other career-aligned areas. Typical entry requirements may include:

- achieving at least a grade 3 in IB subjects
- completing all Core components
- Merit or Distinction grades in relevant BTEC units

Some academically specialised courses, such as medicine or certain pure science degrees, may require A-Level or the full IB Diploma. Counsellors guide students individually.

### Australia and New Zealand

Universities in both regions recognise the CP, frequently assessing applicants holistically. Strong performance across the BTEC and IB subjects is particularly valued.

### Europe

Recognition varies by country, but many English-medium programmes (especially in the Netherlands, Switzerland, Spain, and Germany) accept CP students for pathway-aligned degrees.

### Asia

Universities in Malaysia, Singapore, Hong Kong, Japan, and South Korea increasingly accept CP students, especially for business, sport science, engineering foundation tracks, and digital fields.

### North America

Growing numbers of institutions in the US and Canada recognise the CP. Admissions decisions typically consider IB subject grades, BTEC performance, essays, and evidence of reflection and service. Some universities may award credit for higher-level IB subjects.

## 10.3 IBCP and A-Levels: Key Differences for University Entry

Each qualification prepares students for university, but emphasises different strengths:

- **A-Levels:** Depth in three or four subjects; suited to students with a defined academic focus.
- **IB Diploma:** Breadth and depth across six subjects and a strong academic core.
- **IBCP:** A focused pathway combining academic subjects, applied vocational study, and reflective development.

Universities publish clear guidance on how they assess each qualification. The best pathway is the one that aligns with a student's interests, academic strengths, and long-term goals.

## 10.4 Preparing for Competitive Applications

Epsom provides IBCP students with comprehensive support through:

- individual university counselling
- guidance on choosing appropriate pathways and IB subjects
- workshops on personal statements, essays, and interviews
- advice on applications to the UK, US, Asia, Australia, and Europe

Where a student's ambitions require the full IB Diploma or A-Levels, they will receive clear and timely guidance. The goal is to ensure that every student is equipped to progress to the next stage with confidence and purpose.

## 11.0 Preparing for 2026

The IB Career-related Programme will launch at Epsom in August 2026 with three clearly defined pathways: Engineering, Business, and Sport. Families can support their children by exploring which pathway best aligns with their interests, understanding the balance between IB subjects and the career-related study, and becoming familiar with the expectations of the CP Core.

### 11.1 Bridge Programmes and Pre-IB Support

In the months leading up to the first cohort, Epsom will offer a set of preparatory opportunities for students who are considering the CP. These are designed to ease the transition from Year 11 to the more independent style of learning expected in the programme.

Planned activities include:

- Pathway guidance conversations with teachers to help students understand the demands of each route and the expectations of the BTEC qualification.
- Subject preparation materials in Mathematics, Computer Science, Business Management, Digital Society, Psychology, and relevant sciences.
- Skill-building workshops focusing on organisation, research, reflection, and effective study habits.
- Introduction to the CP Core, including an overview of Personal and Professional Skills, Service Learning, Language Development, and the Reflective Project.

These sessions will help students enter the CP with confidence and a clear sense of purpose.

### 11.2 Guidance for Year 11 Students Choosing Between A-Levels and IB

Sixth Form at Epsom will offer two distinct routes: A-Levels and the IB Career-related Programme. Both lead to university, but they suit different types of learners.

#### A-Levels

Allow specialisation in three subjects.  
Provide depth and are ideal for students with clearly defined academic ambitions.

Includes a reflective Core that develops personal, professional, and ethical understanding.

#### IBCP

Combines two or more IB subjects with a vocational qualification.  
Suits students who want a more applied, career-focused route.

Students and families should consider learning preferences, future university goals, and whether a student is best served by a specialised academic route or a combined academic–applied pathway. Epsom’s university counselling and academic teams will offer individual guidance to help families make informed choices.

### 11.3 Next Steps for Families

For those considering the IB Career-related Programme:

- Attend programme briefings and information evenings.
- Discuss pathway options and subject combinations with teachers and counsellors.
- Begin preparatory reading or skill development linked to the selected pathway.
- Ensure your child understands the structure of the CP Core and the importance of reflection, organisation, and consistent engagement.

A thoughtful approach to preparation enables students to begin the CP ready to take full advantage of the opportunities it offers, while Epsom builds a strong and sustainable foundation for the programme's long-term growth.



## 12.0 Contact Information

Families are warmly encouraged to get in touch with the College for questions about admissions, scholarships, or the IB Career-related Programme. The following contacts are the best first points of communication.

### 12.1 Admissions Office

For general admissions enquiries, applications, and visits:

Admissions Office  
Epsom College Malaysia  
Email: [admissions@epsomcollege.edu.my](mailto:admissions@epsomcollege.edu.my)  
Telephone: +60 (0)6 240 4188

### 12.2 Key Staff for IB Enquiries

For specific questions about the International Baccalaureate Career-related Programme at Epsom, please contact:

#### Ms Eugene Oh

Director of Marketing and Admissions  
Email: [eugene.oh@epsomcollege.edu.my](mailto:eugene.oh@epsomcollege.edu.my)

#### Mr Jonathan Marchant

Head of Secondary  
[jonathan.marchant@epsomcollege.edu.my](mailto:jonathan.marchant@epsomcollege.edu.my)



## Appendix A: Subject Information Sheets

### Business Management (SL)

#### Nature of the Subject

Business Management explores how individuals and organisations make decisions in a connected global environment. Students study business functions, processes, and decision-making through the lenses of change, creativity, ethics, and sustainability. The course develops analytical, evaluative, and practical skills that prepare students for leadership, entrepreneurship, and responsible participation in society.

#### Aims

- Understand how business decisions affect individuals, communities, and the environment.
- Apply ethical and sustainable thinking to real-world business contexts.
- Analyse business data and evaluate strategies across functions.
- Explore issues from multiple stakeholder perspectives.
- Build confidence as decision-makers and communicators.

#### Syllabus Structure

- **Core Units:** Introduction to Business Management, Human Resource Management, Finance and Accounts, Marketing, and Operations Management.
- **HL Extension:** Deeper study of topics such as organisational culture, advanced finance, international marketing, and management information systems.
- **Business Toolkit:** Integrated tools such as SWOT, STEEPLE, Ansoff Matrix, Decision Trees, BCG Matrix, and break-even analysis.

#### Links to the DP Core

- Personal and Professional Skills (PPS): Strengthens decision-making, financial literacy, project planning, teamwork, ethical reasoning, and sustainable thinking.
- Service Learning (SL): Supports enterprise-related projects such as running a student venture, designing marketing campaigns for community organisations, or analysing local business challenges through sustainability and ethics.
- Reflective Project (RP): Provides grounding for ethical investigations involving globalisation, technological change, sustainability, employment practices, marketing ethics, or corporate responsibility.
- Language Development: Encourages precise communication of business ideas, arguments, and data using appropriate terminology.

#### Assessment

Paper 1 (35%): Structured and extended-response questions based on the pre-released case study.

Paper 2 (35%): Unseen material with quantitative focus and analytical focus.

Internal Assessment (30%): Business Research Project (max 1,800 words).

# IB DP Computer Science (SL)

## Nature of the Subject

Computer Science examines computational principles, digital systems, and the development of solutions to real problems. Students learn to think algorithmically, design and implement programs, and evaluate how computing influences individuals, communities, and global structures. The course balances technical understanding with critical reflection on the ethical, cultural, and societal dimensions of technology.

## Aims

- Develop curiosity, confidence, and enjoyment in computer science.
- Build understanding of key concepts, principles, and system structures.
- Apply computational thinking to design, implement, and evaluate solutions.
- Analyse the impact, opportunities, and limitations of digital technologies.
- Communicate ideas clearly using appropriate representations and terminology.
- Work independently and collaboratively, demonstrating initiative and perseverance.
- Recognise ethical, cultural, and environmental considerations in computing.

## Syllabus Structure

**Theme A: Concepts of Computer Science:** computer fundamentals, networks, databases, machine learning. Section B includes questions on a pre-seen case study on emerging technologies.

**Theme B: Computational Thinking & Problem-Solving:** computational thinking, programming (Python or Java), object-oriented programming (OOP).

## Links to the DP Core

- Personal and Professional Skills (PPS): Reinforces problem-solving, digital ethics, collaboration, project planning, and responsible use of technology.
- Service Learning (SL): Enables students to design digital tools or data-driven solutions for community needs; supports projects such as accessibility apps or environmental monitoring.
- Reflective Project (RP): Provides strong grounding for ethical investigations into AI, automation, digital privacy, cybersecurity, or algorithmic bias.
- Language Development: Encourages precise technical vocabulary and clear communication of computational ideas.

## Assessment

- Paper 1 (35%): Questions on Theme A (Concepts in computer science), including three questions based on the pre-seen case study.
- Paper 2 (35%): Questions on Theme B (Computational thinking and problem-solving), answered in either Python or Java.
- Internal Assessment (30%): Computational Solution – an individually developed solution to a real-world problem using the computational thinking process.

# IB DP Digital Society (SL)

## Nature of the Subject

Digital Society explores how digital systems (such as data infrastructures, algorithms, media platforms, artificial intelligence, and robotics) shape individuals, communities, and global environments. The course integrates concepts, content, and contexts, helping students understand not only how digital technologies work but also how they influence culture, identity, power, and social change. It is interdisciplinary, drawing from technology, humanities, and the social sciences.

## Aims

- Focus inquiry using course concepts, content, contexts, and real-world examples.
- Explore diverse sources relevant to digital society.
- Investigate impacts and implications of digital systems for people and communities.
- Reflect on emerging trends and future developments.
- Share discoveries and communicate insights effectively.

## Syllabus Structure

**Concepts:** e.g. Change; Expression; Identity; Power; Space; Systems; Values and ethics.

**Content:** Data, Algorithms, Computers, Networks and the Internet, Media, Artificial Intelligence, Robots and Autonomous Technologies.

**Contexts:** Cultural; Economic; Environmental; Health; Human knowledge; Political; Social.

## Links to the DP Core

- Personal and Professional Skills (PPS): Develops digital literacy, ethical reasoning, evaluation of sources, and communication about technology's societal impact.
- Service Learning (SL): Supports projects involving digital access, wellbeing, misinformation, cybersecurity awareness, or technology-for-good initiatives.
- Reflective Project (RP): Provides strong grounding for ethical investigations related to AI, surveillance, data privacy, digital equity, online identity, or platform power.
- Language Development: Encourages clear explanation of digital concepts, terminology, and real-world cases.

## Assessment

- Paper 1 (40%): Integrative questions addressing concepts, content, contexts, and real-world examples.
- Paper 2 (30%): Source-based analysis applying the full syllabus.
- Internal Assessment (30%): Investigates a digital system and its impact on people and communities; includes a multimedia presentation.

# IB DP Mathematics: Mathematics: Applications and Interpretation (SL)

## Nature of the Subject

Mathematics: Applications and Interpretation focuses on using mathematics to analyse real situations, interpret data, and construct meaningful models. Students develop confidence in selecting appropriate methods, using technology, and evaluating the strengths and limitations of mathematical approaches. The course suits learners who prefer applied mathematics and who may progress into fields such as business, social sciences, sport science, environmental studies, or any discipline requiring quantitative reasoning.

## Aims

- Develop understanding and enjoyment of mathematics through its practical uses.
- Build the ability to interpret data, construct models, and evaluate their validity.
- Communicate mathematical ideas clearly using symbols, graphs, and technology.
- Apply mathematical thinking to real contexts, including social, economic, and environmental issues.
- Use digital tools effectively to analyse information and test assumptions.
- Recognise the role of mathematics across cultures, disciplines, and industries.
- Work independently and collaboratively to deepen conceptual understanding.

## Syllabus Structure

**Topics:** Number and Algebra; Functions; Geometry and Trigonometry; Statistics and Probability; Calculus.

## Internal Assessment (20%):

Mathematical Exploration: an individual investigative task in which students apply mathematics to a real-world question of their choice. Examples include analysing sports performance, modelling population growth, exploring financial planning, or studying patterns in natural phenomena.

Students engage with real datasets, assess model accuracy, and interpret the implications of their findings.

## Links to the IB CP Core

- Personal and Professional Skills (PPS): Strengthens quantitative reasoning and decision-making.
- Service Learning (SL): Enables students to analyse community or environmental data, such as energy usage, pollution levels, or participation in school activities.
- Reflective Project (RP): Builds confidence in evaluating sources, detecting bias in data, and presenting reasoned conclusions.
- Language development: Encourages precise mathematical communication.

## Assessment

- Standard Level
  - Paper 1 (40%): Short/extended problems (no technology).
  - Paper 2 (40%): Technology-required questions.
  - Internal Assessment (20%): Individual Mathematical Exploration.

# IB DP Psychology (SL)

## Nature of the Subject

Psychology examines human behaviour through biological, cognitive, and sociocultural approaches. Students learn how psychological knowledge is generated, evaluated, and applied in real-world contexts. The emphasis is on conceptual understanding, critical thinking, and the ability to analyse behaviour using research, theory, and evidence. The course fosters psychological literacy rather than training psychologists.

## Aims

- Develop understanding of psychological concepts, content, and contexts, including theories and models.
- Think critically and creatively about behaviour and mental processes.
- Engage with issues facing individuals, groups, and societies using psychological knowledge.

## Syllabus Structure

The curriculum is organised around the integration of concepts, content, and contexts, all of which interact in the study of behaviour:

- **Concepts (examples):** Bias, causality, change, measurement, perspective, responsibility.
- **Content Areas:** Biological approach; Cognitive approach; Sociocultural approach; and Research methodology
- **Contexts:** Students investigate four contexts, such as: Health and well-being; Human development; Human relationships; and Learning and cognition

**Internal Assessment (30%):** Students design a research proposal using one of the research methods explored in class practicals. They identify a psychological question, specify a population of interest, and justify their methodological choices.

## Links to the IB CP Core

- Personal and Professional Skills (PPS): Strengthens ethical reasoning, communication, critical thinking, and the evaluation of claims.
- Service Learning (SL): Supports projects involving well-being, resilience, motivation, group dynamics, or mental-health literacy, grounded in psychological concepts.
- Reflective Project (RP): Provides grounding for investigations involving behaviour, technology use, mental health, identity, social influence, or cultural perspectives.
- Language development: Reinforces precise explanation of psychological concepts, research methods, and findings using appropriate academic terminology.

## Assessment

- Paper 1 (35%): Integration of concepts, content, and contexts.
- Paper 2 (35%): Research Methodology
- Internal Assessment (30%): Individual psychology exploration.



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