

THE WHOLE COURSE

THE CORE

Promoting the attributes of an IB education:

PERSONAL AND PROFESSIONAL SKILLS
REFLECTIVE PROJECT
SERVICE LEARNING
LANGUAGE DEVELOPMENT



IB SUBJECTS

3 Diploma courses to choose from:

ENGLISH	GEOGRAPHY	HISTORY
PSYCHOLOGY	BIOLOGY	DESIGN & TECHNOLOGY
PHYSICS	CHEMISTRY	ECONOMICS
MATHS STUDIES	THEATRE	VISUAL ARTS



CAREER-RELATED COURSES

At Ryde School, choices are:

ENGINEERING (Marine)
OUTDOOR ADVENTURE & LEARNING
FINANCE DIPLOMA



BOLT ON COURSES (IN ADDITION TO IBCP)

Enrichment courses specific to Ryde School:

YACHT MASTER RYA &MCA COURSES CISI FINANCE DIPLOMA
DUKE OF EDINBURGH'S AWARD SPORTS QUALIFICATIONS

VOCATIONAL ELEMENTS

CISI LEVEL 3 FINANCE DIPLOMA

The aim of the CISI Level 3 Diploma in Finance, Risk & Investment is to give candidates an understanding of the key characteristics and mechanisms of and influences on financial markets and institutions, and includes a grounding in data analysis, investment appraisal and accounting and the role and responsibility of financial services in society as a whole. Candidates may complete the four units of the qualification in any order. However, it is recommended that candidates

complete the Certificate in Finance, Risk and Decision Making before starting the Certificate for Introduction to Securities & Investment.

BTEC QUALIFICATION IN

OUTDOOR SPORTS & LEARNING

Year on year the sport and active leisure sector outperforms the rest of the UK economy. The annual contribution of the sport sector to the UK economy is over £8 billion. This sector has more than 36,000 employers creating work for more than 600,000 full-time and part-time employees, and 5 million plus volunteers. Despite the prevalence of this sector, a third of the workforce in the sector have either no formal qualifications or are only qualified to level 1.

These BTEC qualifications in Sport provide an

introduction to the sector for learners looking to build a career in sport, within one of its occupational areas. These areas include careers in exercise and fitness, coaching and leadership, sports development and the outdoors.

Our course will be structured to allow learners flexibility in selecting interests and career aspirations and in particular using the natural resources of the Isle of Wight.

VOCATIONAL QUALIFICATION IN ENGINEERING

The engineering sector continues to suffer from a skills gap and needs to keep up with rapidly developing technologies, locally, nationally and globally there is a shortage of skills in this area and related sectors. These qualifications have been designed to give new entrants to the engineering sector the knowledge and specific skills needed to meet the needs of modern engineering industries. Many of the units have strong links to the knowledge and evidence requirements of the SEMTA National Occupational Standards and relevant NVQs at Level 3 and will provide learners with opportunities for progression within and into employment. The qualifications have also been designed so that learners can progress into Higher Education, for example to BTEC Higher Nationals and undergraduate engineering degree qualifications.



RYDE SCHOOL
WITH UPPER CHINE



Ryde School with Upper Chine is an IB World School offering the IB Diploma Programme. It is now also a candidate school for the IB Career-Related Programme. IB World Schools share common philosophy - a commitment to high-quality, challenging, international education - that we believe is important to our students.

THE IBCP

INTERNATIONAL BACCALAUREATE CAREERS PROGRAMME

INDEPENDENT DAY & BOARDING SCHOOL 3 - 18 YEARS

Ryde, Isle of Wight, PO33 3BE

www.rydeschool.org.uk

Ryde School, Queen's Road, Ryde, Isle of Wight, PO33 3BE, United Kingdom

Tel: +44 (0)1983 617916

srb@rydeschool.net

www.rydeschool.org.uk



THE IBCP IS AN ACADEMIC COURSE WITH A VOCATIONAL ELEMENT

The IBCP will suit students who have a strong interest in continuing academic study but also wish to develop skills for employment and career development. The IBCP offers a package in which rigorous academic study is combined with practical, hands-on experience through a core of 3 IB (International Baccalaureate) subjects, studied alongside a vocational course.

This full-time course equips students with the knowledge and skills that are highly valued in the 21st Century world of employment and also satisfies the requirements of the majority of universities. Combining school-based study and work-based placements this course extends knowledge and skills and prepares students for the work place.

The IBCP also prepares students for university, offering the required UCAS points, academic skills and knowledge to progress through to a number of courses in Higher Education. The life skills and academic knowledge required for Higher Education are built into the IBCP and help prepare the student for graduate internships and assessments required after either completing the IBCP or during a degree.

In a changing global economy it is essential that those students preparing for future employment develop a good understanding of world issues and their responsibilities as global citizens.



INDEPENDENT DAY & BOARDING SCHOOL 3 - 18 YEARS

Ryde, Isle of Wight, PO33 3BE

www.rydeschool.org.uk

THE IBCP CORE



REFLECTIVE PROJECT

Intended to make the career-related programme more meaningful, the reflective project is an in-depth piece of work produced independently by each student over an extended period and reflects all key elements of the programme.

SERVICE LEARNING

Based on community service as a vehicle for learning. Service initiatives often relate directly to topics studied in the curriculum, it is not volunteer work or fund-raising for charity, the priority is to be of service whilst utilising skills developed on the course and to develop understanding and values.

LANGUAGE DEVELOPMENT

Designed to ensure all students have access to a language programme that will widen their understanding of the world and foster respect for cultural diversity. This could be the development of understanding of one or two languages.

PERSONAL AND PROFESSIONAL SKILLS

Developing the personal qualities, values and skills of the IB learner profile, the course emphasises the development of the skills needed to successfully navigate Higher Education, the workplace and society.



For more information and an appointment to discuss any career questions please contact

Steve Baxter - Head of Life Long Learning srb@rydeschool.net

THE IB LEARNER PROFILE

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

IB learners strive to be:

ENQUIRERS

We nurture our curiosity, developing skills for enquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others.

We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We thoughtfully consider the world and our own ideas and experience. We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

REFLECTIVE

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

