



Lancers[®]
International School
An IB World School



Cambridge Assessment
International Education
Cambridge International School

IBCP HANDBOOK

2026-27

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Welcome Message

Dear Students and Parents

It is my pleasure to welcome you to the International Baccalaureate Career-related Programme (IBCP) at Lancers International School. The IBCP is a unique and forward-thinking pathway that combines the academic rigor of the IB Diploma Programme with practical, career-related learning experiences. Designed for students who wish to pursue their passions while preparing for higher education and the professional world, the programme empowers learners to develop the knowledge, skills, and attributes required to thrive in an ever-changing global landscape.

At Lancers International School, we believe that education extends beyond academic achievement. Through the IBCP, students engage in meaningful inquiry, community engagement, language and cultural exploration, personal and professional skill development, and ethical reflection. These experiences help them become confident, compassionate, and internationally minded individuals who are prepared to make a positive contribution to society.

Our strong partnerships with leading global institutions and career-related study providers, including SUMAS, WACP, and ABE, provide students with authentic learning opportunities that bridge the gap between education and industry. Combined with expert university guidance and personalized support, the programme enables students to pursue diverse pathways in higher education and future careers.

This handbook has been designed to provide students and parents with a comprehensive overview of the IBCP at Lancers International School. It outlines the programme structure, curriculum framework, assessment practices, policies, and support systems that guide our students throughout their learning journey.

We encourage you to use this handbook as a valuable reference and to actively engage with the opportunities that the programme offers. Together, let us inspire curiosity, nurture resilience, and empower every learner to achieve their fullest potential.

We look forward to partnering with you on this exciting and transformative journey.

Warm regards,

Swati Vats

IBCP Coordinator & Head of College Counselling
Lancers International School

"Preparing globally minded, future-ready learners for success in higher education, careers, and life."

About Lancers International School

Ranked No. 1 in India by Education World as an International Day-Cum-Boarding School, Lancers International School, founded in 1972, is situated in a premium location at the heart of DLF Phase 5, Gurgaon. Its consistently award-recognised infrastructure, offering the full range of facilities expected of an IB World School, reflects a forward-looking vision focused on empowering 21st-century learners through future-ready education. At Lancers International School, we are driven by a deep commitment to lifelong learning, underpinned by enthusiasm and purpose. As an IB World School, we bring the expertise and structures required to support students in their individual journeys, while placing the learner's voice at the heart of our school.

Mission, Vision & Values

School Vision

Nature is the best educator. It is universal, absolute and constant. We believe Lancerians will inherit their completeness. They will be humanitarian in their approach, adept at adaptation, innovative and resourceful in times of crisis, and international in their outlook, capable of carving out a home for themselves in any global context.

School Mission

Our mission is to provide an environment in which all Lancerians will become lifelong learners, responsible, disciplined, and ethical young men and women. Lancerians are understanding and tolerant of people of all races and cultures.

School Objectives

- To encourage a social climate in the school that creates international understanding amongst those represented within the school community.
- To develop healthy, sensible, well-rounded and complete human beings through academic, aesthetic and athletic activities.
- To develop through community service respect for the environment and concern for society.
- To build self-esteem and leadership qualities.
- To uphold an uncompromising commitment towards excellence
- To provide a safe and nurturing community where diversity is celebrated, and mutual respect among children and adults is practised.
- To create an environment where children are exposed to challenging, educational opportunities

- To create a platform where teachers, parents and children evolve together to create a new social awakening.

Values at LIS

Our values of being complete, adaptable, resourceful, virtuous, efficient and spiritual have been integrated into our everyday life at LIS.

The Learner Profile

The IB has identified 10 attributes that are the aim of all IB programmes: to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners, we strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and 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 perspectives, and we remain open to learning from our experiences.
Caring	We show empathy, compassion and respect. We are committed to service, striving to make a positive difference in the lives of others and the world around us.

Risk-takers	We approach uncertainty with forethought and determination, working independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We recognise the importance of balancing various aspects of our lives—intellectual, physical, and emotional—to achieve overall 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 ideas and experience. We strive to understand our strengths and weaknesses to support our learning and personal development.

Approaches to Teaching and Learning

The International Baccalaureate Career-related Programme (IBCP) emphasizes the development of lifelong learners who are equipped with the skills, attitudes, and dispositions necessary for success in higher education, careers, and life. Approaches to Teaching and Learning (ATL) are deliberate strategies that permeate all aspects of the learning experience and support students in becoming independent, reflective, and self-directed learners.

ATL reflects the IB belief that education is not only about *what students learn* but also about *how they learn*. Through explicit instruction and consistent application across DP courses, Career-related Studies, and the CP Core, students develop transferable skills that empower them to navigate complex academic, professional, and personal challenges.

At Lancers International School, ATL skills are embedded across all areas of the IBCP, fostering inquiry, critical thinking, collaboration, communication, and responsible action.

Approaches to Learning Skills

The five categories of ATL skills developed through the IBCP are:

Thinking Skills

Students develop critical and creative thinking skills, problem-solving abilities, ethical reasoning, and the capacity to analyse and evaluate information from multiple perspectives.

Communication Skills

Students learn to communicate effectively through a variety of modes, adapting their message to different audiences, purposes, and cultural contexts.

Social Skills

Through collaboration, teamwork, and community engagement, students develop interpersonal skills that enable them to build positive relationships and work effectively with others.

Self-Management Skills

Students cultivate organisation, perseverance, resilience, emotional regulation, and time-management skills that support personal well-being and academic success.

Research Skills

Students learn to formulate questions, gather and evaluate information, cite sources appropriately, and apply research findings to authentic contexts.

Approaches to Teaching

Teaching within the IBCP is guided by the IB's six Approaches to Teaching, which promote meaningful, student-centred learning experiences.

Teaching is Based on Inquiry

Students are encouraged to ask questions, investigate ideas, and actively construct understanding through exploration and reflection.

Teaching Focuses on Conceptual Understanding

Learning moves beyond factual knowledge to explore concepts, connections, and transferable understandings that can be applied across disciplines and contexts.

Teaching is Developed in Local and Global Contexts

Students examine issues from both local and international perspectives, developing intercultural understanding and global awareness.

Teaching Focuses on Effective Teamwork and Collaboration

Collaborative learning experiences encourage students to share ideas, value diverse viewpoints, and develop leadership and teamwork skills.

Teaching is Differentiated to Meet the Needs of All Learners

Teachers use a variety of strategies, resources, and assessments to ensure that every student can access and engage with the curriculum meaningfully.

Teaching is Informed by Assessment

Formative and summative assessments are used to guide learning, provide feedback, monitor progress, and support continuous improvement.

Through these approaches, the IBCP at Lancers International School nurtures confident, reflective, and internationally minded learners who are prepared to make meaningful contributions to their communities and future professions.

What is the IB Career-related Programme?

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

Lancers International School offers the IB Career-Related Programme as an additional pathway for students to develop the necessary skills, qualifications and attitudes to be successful in their chosen careers. This programme offers a comprehensive curriculum that combines academic studies with practical learning experiences in the student's area of interest.

Students have the opportunity to explore their interests while developing the knowledge and understanding they need to prepare them for further study and the workplace. The CP provides students with an opportunity to develop a deeper understanding of their chosen career field, as well as the skills, qualifications and attitudes needed to succeed in it.



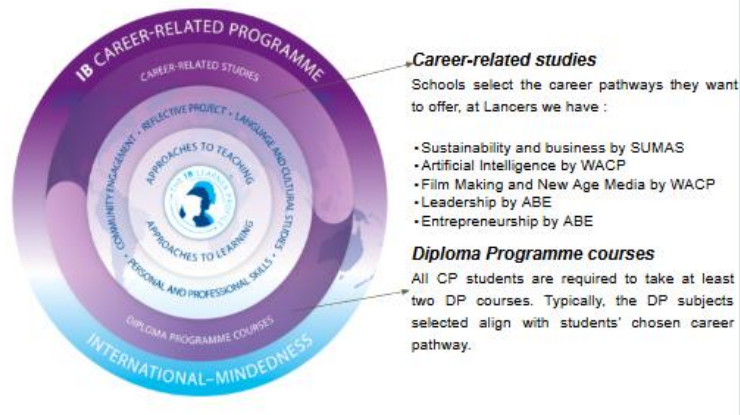
What does the CP at LIS offer students?

The CP Curriculum Model enables students to integrate subject-specific knowledge from core and specialised courses with practical learning experiences in areas such as internships, real-world problem-solving, business projects, and independent research. Through this integrated approach, students gain an understanding of how their academic studies are relevant to their future goals and aspirations.

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

As mentioned in the diagram above, the CP programme's three-part framework comprises the study of two (minimum) to four (maximum) Diploma Programme courses alongside career-related studies (Offered by SUMAS/WACP) and the CP core.

A flexible educational framework



Career Related Study (CRS)

At Lancers International School, students have the option of pursuing either Business & Sustainability (offered by SUMAS), Artificial Intelligence (Offered by WACP) or Film Making & New Media (offered by WACP).

The “Business & Sustainability” programme, designed by the “Sustainability Management School” in Switzerland, is designed for focused students who have a clear idea about their career path. Students will pursue career-related education at Lancers, in which they will work on practical projects guided by industry professionals and SUMAS professors. This study program is relevant for all students interested in responsible management, applicable in various fields such as manufacturing, Finance, Fashion, Nature Conservation, and tourism.

The World Academy of Career Programme (WACP) offers a detailed curriculum for the CRS in Artificial Intelligence. The course focuses on theories, models, and practical case studies to manage the information and market intelligence aspects of an organisation.

The Film Making & New Media programme, also offered by WACP, provides an immersive and experiential learning journey into the world of visual storytelling, digital media, and content creation. Students develop both creative and technical skills in scriptwriting, cinematography, sound design, editing, digital storytelling, and film production while working on real-world projects and industry engagements. The programme enables students to explore various aspects of film and media production, build professional portfolios, and gain valuable insights into careers in filmmaking, digital content creation, media communication, and the creative industries.

Hence, providing a broad overview of the industry, it is designed to develop skills and knowledge sufficient for the industry.

The CP Core

The IBCP Core comprises four interconnected components: Personal and Professional Skills (PPS), Community Engagement (CE), Language and Cultural Studies (LCS), and the Reflective Project (RP). Together, these components help students develop a range of transferable skills, including research, communication, critical thinking, ethical reasoning, collaboration, personal inquiry, and social responsibility. The CP Core encourages students to make meaningful connections between their academic studies, career-related learning, and real-world experiences while fostering international-mindedness and lifelong learning.

Community Engagement

Community Engagement provides students with opportunities to understand their ability to make a meaningful and positive contribution to their communities and the wider world. Through authentic and purposeful engagement, students apply academic knowledge, personal strengths, and social skills to real-life situations that require initiative, collaboration, decision-making, problem-solving, responsibility, and reflection. Students work with individuals, groups, or organisations to address genuine needs and challenges while developing empathy, ethical awareness, and a sense of civic responsibility. The aim of Community Engagement is to empower students to become active, caring, and responsible members of society who contribute to the well-being of people and the sustainability of the environment. Community Engagement is a core component of the CP, providing students the opportunity to work collaboratively with community partners to address relevant challenges and opportunities. CE is rooted in ethical practice, guided inquiry, and a commitment to building reciprocal relationships.

Purpose of CE in the CP:

- Develop compassionate, responsible, and informed students.
- Enable application of academic and career-related learning in real-world contexts.
- Support development of personal, social, and professional attributes aligned with the IB Learner Profile.

Aims of Community Engagement:

1. Build meaningful relationships and engage in reciprocal collaborations.
2. Develop awareness of complex systems and appreciation for diverse ways of knowing, doing, and being.
3. Practice ethical reasoning and compassionate integrity.
4. Use reflective and reflexive thinking to support personal and communal growth.

Learning Outcomes:

CE has four required learning outcomes that students must work toward over the course of the CP:

LO1: Foster reciprocal and dialogic engagement

LO2: Explore systems and develop awareness of their roles within these

LO3: Develop, articulate and enact ethical thinking and action

LO4: Engage in reflective and reflexive practice

Personal and Professional Skills

The aim of developing personal and professional skills is for students to acquire attitudes, abilities, and approaches that can prepare them for existing and future personal and professional contexts. The focus of this course is on developing transferable skills such as responsibility, perseverance, resilience, self-esteem, and upholding academic and professional integrity in the workplace, which can be applied in various settings.

The personal and professional skills course (PPS) is a compulsory component of the Career-related Programme (CP) core. PPS is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. The course aims to emphasise on developing skills required such as responsibility, perseverance, resilience, self-esteem and academic honesty as these are transferable and can be applied in a range of situations.

Based on the aims, learning outcomes and five themes presented in this guide, each school designs and develops its own unique personal and professional skills course that enables its particular students to make links to their career-related studies.

This guide suggests topics, subtopics, discussion questions and related activities, but the teacher is free to introduce others. However, the five themes must remain the course's focal points.

- Personal development
- Intercultural understanding.
- Effective communication.
- Thinking processes.
- Applied ethics.

Learning outcomes

These learning outcomes articulate what a CP student is able to do at some point during his or her personal and professional skills course. Through meaningful and purposeful engagement with all elements of the course, students develop the necessary skills, attributes and understandings to achieve the five learning outcomes. The focus on learning outcomes emphasizes that it is the quality of the course and its contribution to the student's development that is of most importance.

By the end of the course, students will be able to:

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

Reflective Project

The reflective project is an in-depth body of work produced over an extended period and submitted towards the end of the CP. Through a reflective project, students identify, analyse, critically discuss and evaluate an ethical issue arising from career-related studies. This core element is designed to foster high-level research, writing, and extended communication skills, as well as intellectual discovery and creativity. It is one of the four compulsory components of the IB Career-related Programme (CP) core. The reflective project is an in-depth body of work produced over an extended period and submitted towards the end of the CP. It is the product of the student's initiative and should reflect their personal experience of the CP. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches.

Schools will encourage and help students to recognize and make use of the links between all strands of their career-related study such that the reflective project can be a formal representation of their studies overall. The reflective project focuses on an ethical dilemma of an issue directly linked to the student's career-related study.

Assessment objectives

The reflective project will assess the following assessment objectives (AO), which are to be demonstrated throughout the students' reflective project process, from identification of an ethical dilemma embedded in an issue linked to their career-related study to planning, through to reflection.

Students will be expected to:

- AO1: Focus and method
 - select and explore an ethical dilemma embedded in an issue linked to a career-related context

- select and apply appropriate research methods and collect and select relevant information from a variety of sources, showing an understanding of bias and validity
- AO2: Knowledge and understanding in the context
 - demonstrate knowledge and understanding of the issue
 - contextualize the ethical dilemma and analyse different perspectives on it through the use of a local/ global example of the issue in which the dilemma is embedded
 - demonstrate awareness and understanding of the impact of the ethical dilemma on a local/global community and the cultural influences on, and perceptions of, the ethical dilemma
- AO3: Critical thinking
 - demonstrate logical reasoning processes and the ability to interpret, analyse and evaluate material
 - develop the ability to synthesize information, make connections and link ideas and evidence
- AO4: Communication
 - present a structured and coherent project, use appropriate terminology accurately and consistently, and communicate ideas and concepts clearly
- AO5: Engagement and reflections on planning and progress
 - critique decisions made throughout the research process and suggest improvements to their working practices
 - reflect on and refine the research process, and react to insights gained through exploration of the ethical dilemma

Language and Cultural Studies

Language and Cultural Studies ensures that all students engage with and develop an appreciation of languages and cultures beyond their own, fostering intercultural understanding and global awareness. The ability to communicate across languages and cultures is central to the IB's vision of international-mindedness and prepares students to participate effectively in an increasingly interconnected world. Through this component, students explore cultural perspectives, traditions, values, and contemporary issues while reflecting on their own identities and experiences. Language and Cultural Studies encourages students to develop communication skills, cultural sensitivity, and a deeper understanding of the diverse societies that shape our global community. Language development encourages students to improve their proficiency in a language other than their best language.

Aim

The IB acknowledges the crucial role of language in an IB education and, as such, is committed to providing language development for all CP students. The aims of language and cultural studies is to:

- enable students to understand and use the language they have studied in context
- encourage an awareness and appreciation of the different perspectives of people from other cultures
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

These aims are applicable to all students, regardless of the level of linguistic proficiency they have when they begin the CP. Language development is designed to accommodate all students and ensure they are exposed to language other than their best language that will assist and further their understanding of the wider world.

Choice of language

In terms of language proficiency, each student has a different starting point, goals and needs. They begin the CP with a range and variety of language learning experiences. The choice of the language to study is entirely up to the school and students. CP coordinators, together with the language development teacher/supervisor, should ensure that students study the language that:

- is best suited to their background and needs
- will provide them with an appropriate academic challenge. Students may choose to study:
- the language of their host country, if living overseas
- the language of another culture, with future aspirations in mind
- a language that supports the language of their DP courses
- a language that will be useful for a component of the CP core, such as an overseas trip for service learning

The most important considerations are that:

- the language studied is not the student's best language
- Language development should be a challenging educational experience with a clear purpose.

IBCP Certificate

To earn the IB Career-Related Pathway Certificate, students must complete all of the following:

1. Pass two (2) or more IB Diploma courses with a score of 4 or more.
2. Finish an industry or state-certified Career-Related Pathway, including passing the End of Pathway Assessment.
3. Complete a second Language course during their junior or senior year, and complete a Language Development Portfolio.
4. Complete the Personal & Professional Skills core course.
5. Complete a 3000-word Reflection Project, and pass its assessment requirements. The reflective project is assessed by the school and moderated and graded by the IB. They are graded from A to E, with A being the highest.

Complete approximately 50 hours of Service Learning connected to their pathway.

The CP curriculum comprises a Career-related Study (CRS), 3–4 Diploma Programme subjects, and the CP core. Students may choose their subjects from the following subject groups. The Six Subject Groups are:

1. Studies in language and literature
 - a. English A Language and Literature (HL/SL)
 - b. Hindi A Literature
 - c. Language A: Self-taught SL
2. Language acquisition
 - a. English B (HL/SL)
 - b. Hindi B (HL/SL)
 - c. Spanish B(SL) and Spanish Ab Initio
 - d. French B (SL) and French Ab Initio
 - e. German B (SL) and German Ab Initio
3. Individuals and societies
 - a. Economics
 - b. Business and Management
 - c. History

- d. Psychology
- e. Digital Society
- f. ESS
- g. Global Politics
- 4. Sciences
 - a. Physics
 - b. Chemistry
 - c. Biology
 - d. Computer Science
 - e. ESS
- 5. Mathematics
 - a. Mathematics Analysis and Approaches (HL/SL)
 - b. Mathematics Applications and Interpretations (HL/SL)
- 6. The Arts.
 - a. Visual Arts (HL/SL)

Inclusive Education in the IBCP

The IB Career-related Programme (IBCP) at Lancers International School is committed to providing an inclusive learning environment where every student is valued, respected, and supported to achieve their full potential. The programme embraces learner diversity and recognises that students have different strengths, interests, learning preferences, and aspirations.

In alignment with the Lancers International School Inclusive Education Policy, the IBCP promotes equitable access to learning through differentiated instruction, Universal Design for Learning (UDL), collaborative planning, and appropriate assessment practices. Teachers work closely with the Learning Support Team, parents, and students to identify learning needs and implement strategies that remove barriers to learning while fostering student agency and independence.

Students with documented learning support needs may receive reasonable access arrangements for internal and external assessments in accordance with the IB Access and Inclusion Policy. These arrangements may include additional time, use of assistive technology, readers, scribes, modified examination papers, rest breaks, or other accommodations approved by the IB where applicable. Appropriate documentation must be available before the commencement of the programme and comply with IB requirements.

The IBCP curriculum itself encourages multiple pathways for success by combining rigorous Diploma Programme courses with a Career-related Study and the CP Core. This flexible structure enables students with diverse interests, abilities, and career goals to engage meaningfully in learning while developing the knowledge, skills, and attributes required for higher education, employment, and lifelong learning.

The programme reflects the school's belief that inclusion is a shared responsibility. Students, teachers, parents, coordinators, and the Learning Support Team work collaboratively to ensure that every learner has equitable opportunities to participate, succeed, and flourish in an internationally minded learning community.

For detailed procedures regarding learning support, referral processes, accommodations, and inclusive practices, please refer to the Lancers International School Inclusive Education Policy 2025–26.

Assessment in the IB Career-related Programme (IBCP)

Assessment in the IB Career-related Programme (IBCP) at Lancers International School is an integral part of teaching and learning. It is designed to support student growth through continuous feedback, reflection, and authentic assessment experiences. The assessment philosophy aligns with both the International Baccalaureate (IB) and the Lancers International School Assessment Policy, ensuring that assessment is fair, transparent, inclusive, and criterion-referenced.

The IBCP assessment framework aims to:

- Support continuous improvement through formative and summative assessment.
- Develop subject knowledge, conceptual understanding, and transferable skills.
- Encourage student reflection, self-management, and learner agency.
- Provide timely and constructive feedback to improve learning.
- Promote academic integrity and responsible scholarship.
- Cater to learner variability through differentiated assessment practices and Universal Design for Learning (UDL).

Components of Assessment

Assessment within the IBCP includes:

Diploma Programme Subjects

- Internal and external assessments conducted according to IB subject guides.
- Regular formative assessments including quizzes, presentations, research tasks, investigations, oral activities, and collaborative projects.
- Summative assessments such as unit tests, term examinations, mock examinations, and IB-style assessments.

CP Core

Assessment of the CP Core focuses on the successful completion of:

- Reflective Project
- Personal and Professional Skills (PPS)

- Language and Cultural Studies

Community Engagement

The Reflective Project is assessed by the school and externally moderated by the IB. Progress in all CP Core components is reported each quarter through ManageBac.

Career-related Study (CRS)

Assessment within the Career-related Study follows the assessment requirements of the respective CRS provider. Students receive assessment schedules, grading criteria, and feedback through the CRS platform and ManageBac.

Reporting and Feedback

Students receive regular feedback throughout the academic year. Quarterly reports include progress in:

- Diploma Programme subjects
- Career-related Study
- Reflective Project
- Personal and Professional Skills
- Language and Cultural Studies
- Community Engagement

Parents can monitor student progress through ManageBac and scheduled parent-teacher conferences.

Academic Integrity in the IB Career-related Programme (IBCP)

Academic integrity is a fundamental principle of the IB Career-related Programme (IBCP) and is central to the values of honesty, responsibility, fairness, respect, and trust. At Lancers International School, students are expected to uphold the highest standards of ethical behaviour in all aspects of their academic and career-related learning. Every piece of work submitted for assessment must be authentic, acknowledge the ideas and work of others, and reflect the student's own understanding and effort. These expectations are embedded in the school's Academic Integrity Policy and the IB Learner Profile, particularly the attribute of being Principled.

Expectations of IBCP Students

Students enrolled in the IBCP are expected to:

- Produce original and authentic work for all Diploma Programme subjects, the Career-related Study (CRS), and the CP Core.
- Acknowledge all sources of information using the appropriate citation style (MLA for most subjects and APA for Psychology).
- Use AI and digital technologies responsibly, ensuring that AI tools support learning rather than generate assessment work. Any permitted use of AI must be appropriately acknowledged.
- Maintain integrity during examinations, coursework, research, presentations, reflective writing, portfolios, internships, and workplace-based learning.
- Demonstrate ethical behaviour in all career-related experiences, including interactions with industry mentors, supervisors, and community partners.

Academic Integrity in the Career-related Study (CRS)

The Career-related Study provides students with authentic professional learning experiences. Students are expected to demonstrate integrity by:

- Completing all coursework independently unless collaboration is specifically permitted.
- Maintaining accurate records of practical work, learning logs, portfolios, and workplace experiences.
- Respecting confidentiality, intellectual property, and professional ethics during internships, projects, and industry interactions.
- Accurately representing their skills, achievements, and experiences in all submissions.

Responsible Use of Artificial Intelligence (AI)

Lancers International School recognises that AI tools can enhance research and learning when used responsibly. Students may use AI to support brainstorming, research, language development, or organisation of ideas where permitted by their teachers. However, AI-generated content must never be submitted as the student's own work. Students are expected to acknowledge any permitted use of AI in accordance with school and IB guidelines.

Academic Misconduct

Academic misconduct includes, but is not limited to:

- Plagiarism
- Collusion
- Cheating during examinations
- Duplication of work
- Fabrication or falsification of data
- Misuse of AI tools

Any other act that provides an unfair academic advantage.

Incidents of academic misconduct are investigated in accordance with the Lancers International School Academic Integrity Policy and IB regulations. Depending on the severity of the offence, consequences may include re-submission of work, awarding no marks, formal warnings, reporting to parents, suspension, or referral to the IB for externally assessed components.

Building a Culture of Integrity

Academic integrity is a shared responsibility. Students, teachers, parents, the CP Coordinator, CRS providers, and mentors work collaboratively to promote ethical learning practices and responsible scholarship. Through explicit instruction in research skills, referencing, digital citizenship, and reflective practice, the IBCP prepares students to become principled learners and ethical professionals who demonstrate integrity throughout their academic, professional, and personal lives.

For detailed guidance on citation practices, the responsible use of AI, academic misconduct procedures, and sanctions, students and parents should refer to the *Lancers International School Academic Integrity Policy 2025–26*.

Language Development in the IB Career-related Programme (IBCP)

Language development is a core component of the IB Career-related Programme (IBCP) and reflects the programme's commitment to multilingualism, intercultural understanding, and international-mindedness. At Lancers International School, language learning extends beyond linguistic proficiency to develop students' ability to communicate effectively, appreciate diverse cultures, and engage confidently in global contexts. The programme recognises language as a powerful tool for inquiry, collaboration, and personal and professional growth.

Philosophy

The IBCP Language Development component encourages students to explore an additional language or further develop an existing one while gaining a deeper understanding of the associated culture. Students are encouraged to choose a language that aligns with their personal interests, future career aspirations, or Career-related Study (CRS). Through this component, learners develop communication skills, intercultural competence, and the confidence to participate meaningfully in an increasingly interconnected world.

Language Learning Opportunities

Students may fulfil the Language Development requirement through one of several flexible pathways based on their prior language experience and programme choices. These include:

- Studying an IB Diploma Programme Language B course as one of their DP subjects.
- Studying an additional Language B course alongside their chosen DP subjects.
- Enrolling in a language course offered by the school.
- Pursuing a self-directed language with the guidance of an approved language mentor when the desired language is not offered or timetable flexibility is required.

All pathways require students to maintain a Language Portfolio, while selected pathways also include language enrichment activities completed over the two-year programme

Grievance Redressal in the IB Career-related Programme (IBCP)

The IB Career-related Programme (IBCP) at Lancers International School is committed to fostering a culture of trust, respect, transparency, and open communication. Students and parents are encouraged to raise concerns promptly so that they can be addressed fairly, respectfully, and constructively. In keeping with the IB philosophy, the programme values inquiry, reflection, collaboration, and responsible action, ensuring that every member of the school community has a voice and is treated with dignity.

Guiding Principles

The grievance redressal process within the IBCP is based on the following principles:

- Fair, impartial, and timely resolution of concerns.
- Respect for confidentiality and privacy.
- Open communication between students, parents, teachers, and school leaders.
- Resolution of concerns at the earliest possible stage.

- Continuous improvement through constructive feedback.

Raising a Concern

- Students and parents are encouraged to first discuss any academic or programme-related concern with the appropriate member of staff. For IBCP students, this may include:
 - Subject Teacher
 - Career-related Study (CRS) Instructor
 - CP Core Teacher
 - IBCP Coordinator

Most concerns can be resolved informally through discussion or email. If the matter remains unresolved, it may be escalated through the school's formal grievance procedure.

Escalation Process

If a concern cannot be resolved informally, the following process should be followed:

Stage 1: Discuss the concern with the relevant teacher or the IBCP Coordinator. Acknowledgement is normally provided within one working day, and every effort is made to resolve the matter within two to three working days.

Stage 2: If the issue remains unresolved, a formal written complaint may be submitted to the Senior School Principal. A meeting, where appropriate, will be arranged, and a written response will be provided within the timelines outlined in the school policy.

Stage 3: If the complainant is not satisfied with the outcome, the matter may be referred to the Head of School, whose decision will be considered final.

Scope

The grievance process applies to concerns relating to the IBCP, including:

- Diploma Programme subjects
- Career-related Studies (CRS)
- CP Core components
- Assessment and programme administration
- Student wellbeing and pastoral support

Complaints relating to admissions, fees, or matters governed by other school policies are addressed through the relevant procedures outlined in those policies.

A Collaborative Partnership

The IBCP believes that effective communication between students, parents, teachers, and school leaders is essential for student success. All members of the school community are expected to approach concerns respectfully, act in good faith, and work collaboratively towards positive and equitable solutions.

For detailed procedures, timelines, and contact information, students and parents should refer to the Lancers International School Grievance Policy 2025–26.

Admission to the IB Career-related Programme (IBCP)

The IB Career-related Programme (IBCP) at Lancers International School welcomes students who are motivated to combine academic study with career-related learning in preparation for higher education, professional training, and future careers. The admission process is designed to ensure that each student is well suited to the programme and receives the guidance needed to make informed choices aligned with their interests, strengths, and aspirations.

Admission Requirements

Admission to the IBCP is open to students who have successfully completed Grade 10 or an equivalent secondary school qualification. Prospective students should demonstrate:

- A genuine interest in pursuing a career-related pathway.
- The motivation and commitment required to successfully complete the programme.
- Willingness to engage in the academic, personal, and professional learning experiences that form the IBCP.

As part of the admission process, students may be invited to participate in an interview to discuss their educational goals, career aspirations, and readiness for the programme.

Subject and Career-related Study Selection

Students receive personalised guidance from the IBCP Coordinator, College Counsellor, and subject teachers to select the most appropriate combination of:

- Three or four IB Diploma Programme (DP) courses

- An approved Career-related Study (CRS)
- The four components of the CP Core

Subject selection is based on the student's prior academic performance, career aspirations, university requirements, and individual strengths. The school also considers AIU/UGC equivalence requirements for students intending to pursue higher education in India.

Student and Parent Partnership in the IB Career-related Programme (IBCP)

At Lancers International School, the success of the IB Career-related Programme (IBCP) is built upon a strong partnership between students, parents, and the school. We believe that open communication, mutual respect, and shared responsibility create an environment in which students are empowered to achieve their academic, personal, and career aspirations. In keeping with the IB philosophy, parents are recognised as essential partners in supporting student wellbeing, learner agency, and lifelong learning.

The Role of Students

Students are active participants in their learning journey and are expected to take increasing responsibility for their academic and personal development. IBCP students are encouraged to:

- Demonstrate commitment to their Diploma Programme (DP) courses, Career-related Study (CRS), and all four CP Core components.
- Set meaningful academic, personal, and career goals and regularly reflect on their progress.
- Maintain high standards of academic integrity and ethical behaviour.
- Communicate openly with teachers and the IBCP Coordinator regarding their learning needs and wellbeing.
- Participate actively in Community Engagement, reflective learning, and career-related experiences.
- Develop the self-management, collaboration, communication, and critical-thinking skills required for higher education and future careers.

The Role of Parents

Parents play a vital role in supporting their child's growth throughout the two-year programme. They are encouraged to:

- Develop an understanding of the structure, expectations, and assessment requirements of the IBCP.
- Attend orientation sessions, parent information meetings, workshops, and parent-teacher conferences.
- Monitor their child's academic progress, attendance, wellbeing, and engagement through ManageBac and regular communication with the school.
- Encourage independence, resilience, time management, and responsible decision-making.
- Support students in exploring university pathways, career opportunities, internships, and professional experiences.
- Maintain open and respectful communication with teachers, the IBCP Coordinator, and the College Counselling team.

Building a Collaborative Learning Community

The IBCP values regular and meaningful communication between home and school. Parents receive updates through newsletters, emails, ManageBac, progress reports, and parent-teacher meetings. Students are encouraged to seek guidance whenever required, while teachers provide timely feedback, academic support, and pastoral care.

Career-related learning often extends beyond the classroom through internships, industry interactions, guest speakers, university engagement, and community projects. Parents are encouraged to actively support these experiences by fostering reflection, encouraging professional conduct, and celebrating student achievements.

A Shared Commitment to Student Success

The partnership between students, parents, and the school is founded on trust, collaboration, and shared responsibility. By working together, we create a supportive environment in which every IBCP student can thrive academically, develop essential personal and professional skills, and become a confident, principled, and internationally minded learner prepared for success in higher education, the workplace, and lifelong learning.

Together, students, parents, and educators form a learning partnership that enables every IBCP learner to realise their full potential and embrace the opportunities of an interconnected world.

University Admissions

The IB Career-related Programme (IBCP) is currently offered in more than 23 countries, and the CP certificate is widely recognised by universities across the globe, including in India.

The Association of Indian Universities (AIU), in line with University Grants Commission (UGC) guidelines, has advised that students pursuing the IBCP should meet the following subject requirements for university equivalence in India:

- Humanities programmes: One Higher Level (HL) subject and one Standard Level (SL) subject.
- Science programmes: Two Higher Level (HL) subjects and one Standard Level (SL) subject as per the requirement of the course .

Students are advised to consider these recommendations while selecting their Diploma Programme subjects to ensure eligibility for their intended university courses in India.

While choosing the courses the students should keep in mind:

1. Their possible career/course of study at university.
2. Subjects required by the universities for the courses they may wish to study.
3. Their own abilities and interests.

Choosing Subjects for a Career

If you have a particular career in mind, it is worth finding out if there are particular subjects you need to take. However, it's also a good idea to keep your options open by choosing a wide range of subjects from the six groups. Given below are some career options which lead from the various subjects/subject combinations.

Science and Technology

Architecture, Astronomy, Aeronautical Engineering, Data science, Food Science and Technology, Materials Science and Metallurgy, Merchant Navy, Meteorology, Pilot, Textile Technology, Computer Engineering, System Analysis, Robotics, Statistician, Medicine, Environmental Health, Materials Science and Metallurgy, Medical Transcriptionist, Merchant Navy, Meteorology, Nursing, Optometrist, Occupational Therapy, Speech and Language Therapy, Textile Technology, Veterinary Work, Psychiatrist, Pharmacology, Information Technology, Genetics Research. Agriculture and natural resources, Horticulture, entomology, Dietetics, Genomics and molecular biology, BioChemistry, Chemical Physics, Kinesiology. (Engineering is offered in more than 25 specializations).

Art and Design

Apparel and textile designing, Visual designing Interior Designing, Product designing, Fashion Industry, Film studies, Animation and Video production, Graphic Design, Advertising, Fine Art, Textile Design, Architecture, Museum, Gallery Curating and Management, Sculptor, Illustration, Book Design, Industrial Design.

Music and Theatre

Music conservatories , Music education, Sound engineering, RJ/DJ, Composer, Performer, Cinematography, Record Label Producer, Music Production, Music Journalist & Critic, Actor, TV, Theatre, Director, Script Writer, Stage Design Management, Lighting Designer, Theatre Critic, Mass Media.

Education, Management and Human Sciences

Forestry Management, Energy Management, Geology, Meteorology, Land Surveying, Writer Conservation Management., Journalism, Public Relations, Archaeology, Publishing, Psychologist, Social work, Disaster management , Broadcasting, Leisure Industry, Travel and Tourism Industry, Advertising, Law, Library and Information Management, Accountancy and Chartered Accountancy, Banking and Finance, Business Management, Development Planning, Insurance, Personnel Management, Operational Research, International Trade, Translation, Diplomatic Service, Publishing, Mass Communication, Actuarial, Chartered financial analyst, International relations, anthropology, urban and regional planning, Philosophy, Women and gender studies , Environment and sustainability, Entrepreneurship.

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