

# IBCP Prospectus 2025-27

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## Introduction

The Career-related Programme (CP), like the Diploma Programme (DP), is an academic option open to students entering their final two years of secondary school at Renaissance College.

The CP takes a specialized approach, within an IB educational framework and philosophy, that can be customized to suit students' needs, personal interests and strengths. The CP framework allows students to specialise in a career-related pathway that is suited to their enthusiasm and ability. Students take between two to four DP courses, at Higher or Standard Level, in combination with their Career-related Studies (CRS) while fulfilling the relevant, related and distinctive CP core requirements. All components of the CP reflect a balance between career-related objectives and academic rigour with the aim of cultivating internationally-minded and well-rounded students, while allowing them to access multiple pathways including higher education, employment and apprenticeships (Overview of the Career-related Programme, IBO 2015).



(Image from Overview of the Career-related Programme, IBO 2015)

The CP develops students to be:

- Academically advanced within their specialism
- Skilled in a practical field
- Critical and ethical thinkers
- Self-directed
- Collaborative
- Resilient and determined
- Confident and assured

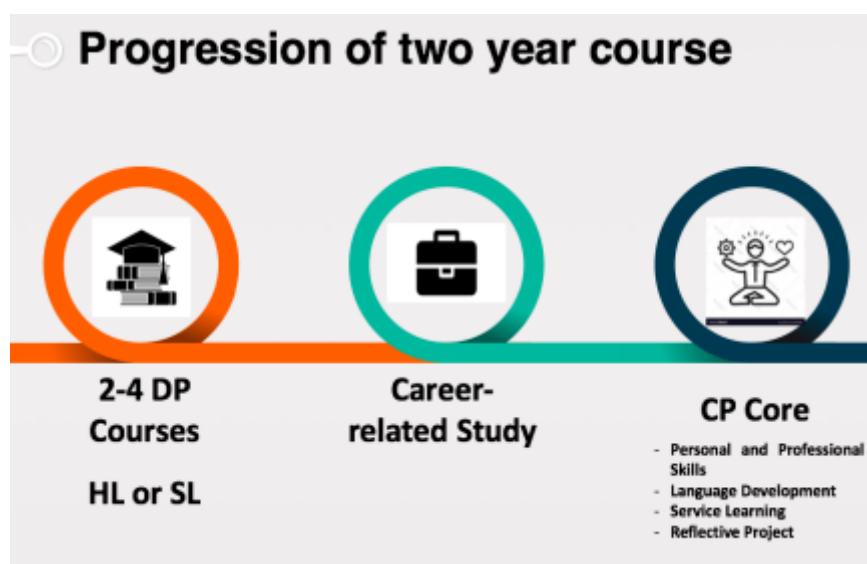
- Caring and reflective
- Inquirers

## Programme Structure

There are three main components to the CP that take place concurrently over the two-year programme.

- Two to four DP academic courses
- A core comprising four components
- A career-related study

The choice of at least two to four Diploma Programme courses, with their academic rigour, support and enhance the theoretical underpinning of the programme. The CP core aims to develop personal qualities and skills along with the professional habits required for lifelong learning. Furthermore, the career-related study interlinks with the programme's academic DP courses and provides practical, real-world approaches to learning. The DP courses also enhance and supplement the specialism that the student is pursuing (Overview of the Career-related Programme, IBO 2015).



### Career-related Study

The Career-related Study (CRS) is a course of study that prepares students for a specific career or professional field of study. It also provides the opportunity for students to learn about theories and concepts of their specialized field through application and

practice, while developing specific skills, in authentic and meaningful contexts.

Currently Renaissance College has partnered with the following institutes in Hong Kong to offer the Career-related Study Options:

1. Arts and Design programme with Savannah College of Arts and Design (SCAD)
2. Musical Theatre programme with BTEC Level 3 offered by iStage Academy
3. Hospitality and Culinary Art programme with Hong Kong International Culinary Institute (ICI) and Hospitality Tourism Institute (HTI)
4. Digital Skills programme with Hong Kong BSD Academy
5. Business and Sustainability programme with Sustainability Management School (SUMAS)
6. International Sports Management programme with World Academy of Sports
7. Aeronautics and Aviation programme with Embry Riddle University

Please see more details in **Career-related Study Options at Renaissance College** on pages 7 to 15.

### CP Core

The components of the CP core are designed to enhance the students' personal qualities, professional development and judgement. The CP core contextualizes the career-related study and the Diploma Programme courses, and draws these aspects of the framework together. All components of the core are compulsory.

The **Personal and Professional Skills (PPS)** course aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understandings, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. Emphasis is placed on the development of skills needed to navigate higher education, the workplace and society (Personal and Professional Skills Guide, IBO 2015).

The PPS course comprises a minimum of 90 taught hours, with the students expected to complete projects and assignments beyond these taught sessions. The PPS course is internally assessed and graded.

**Service Learning (SL)** is the practical application of knowledge and skills towards meeting an identified community need. Students apply personal and social skills in real-life situations. In these contexts, they need to use and develop decision-making skills, problem-solving skills, initiative, responsibility and accountability for their actions (Service Learning Guide, IBO 2015). A minimum of 50 hours is expected to be devoted to Service Learning.



**Language Development (LD)** ensures that all students have access to and are exposed to an additional language, which is a central tenet of an IB education. The language skills they develop increase their understanding of the wider world. Students are encouraged to begin or extend the study of a language other than their best language in order to suit their needs, background and context of their specialist study (Language Development Guide, IBO 2015). A minimum of 50 hours is expected to be devoted to language development. The students are internally assessed on the development of their language development portfolio.

The **Reflective Project (RP)** is an in-depth body of work produced over an extended period and submitted towards the end of the second year of the programme. Through the Reflective Project, students identify, analyse, and critically evaluate an ethical dilemma connected to their career-related study. This work encourages students to engage in personal inquiry, intellectual discovery, creativity, action and reflection. In the process of completing this project the students develop strong research and communication skills. The project draws together the key elements of the CP, and is given equal weighting to the DP Extended Essay by UCAS (Reflective Project Guide, IBO 2015).

A minimum of 50 hours is expected to be devoted to the reflective project. The students are externally graded by the IB on an A to E scale for the Reflective Project.

## Diploma Courses

The Diploma Programme courses supplement the students' chosen career-related study and also allow the students to pursue other subjects of interest. Students can choose two to four courses either at Standard or Higher level from any of the following subject groups:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts

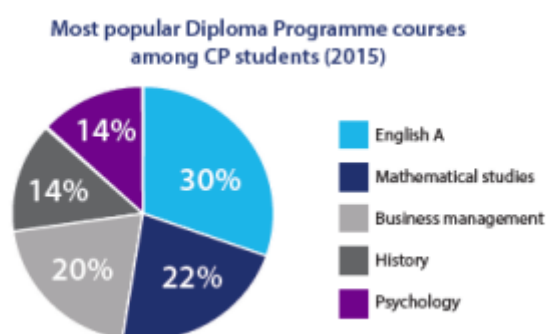


(Image from Guide to the International Baccalaureate Diploma Programme, IBO 2016)

CP students must study a minimum of two DP courses up to a maximum of four DP courses. The students engage with challenging academic content and through their learning they make theoretical connections for their field of study. Course content and assessments are identical to the IB DP, and all the students are taught in the same class.

Upon completion of the DP courses and the other aspects of the CP, our CP students will achieve a Renaissance College High School Diploma.

It is important that students take courses that will allow them to successfully pursue their career-related pathway, which may mean meeting requirements for college or university as well. It is therefore important that course selection is discussed with either the CP Coordinator or the Vice Principal in charge of the IBDP and IBCP programmes. For more information on our IBDP courses please refer to our IBDP Prospectus via our website link: <https://www.rchk.edu.hk/ibdp-information/>



(Image from The International Baccalaureate Career-related Programme – Information for higher education institutions, IBO 2016)

## Taught Content

The taught content of the IBCP is as follows, and learning must be concurrent over the two years of the programme.



## Independent Learning

Service learning and the Reflective Project are the two independent learning components of the CP and must be completed outside of the taught curriculum.



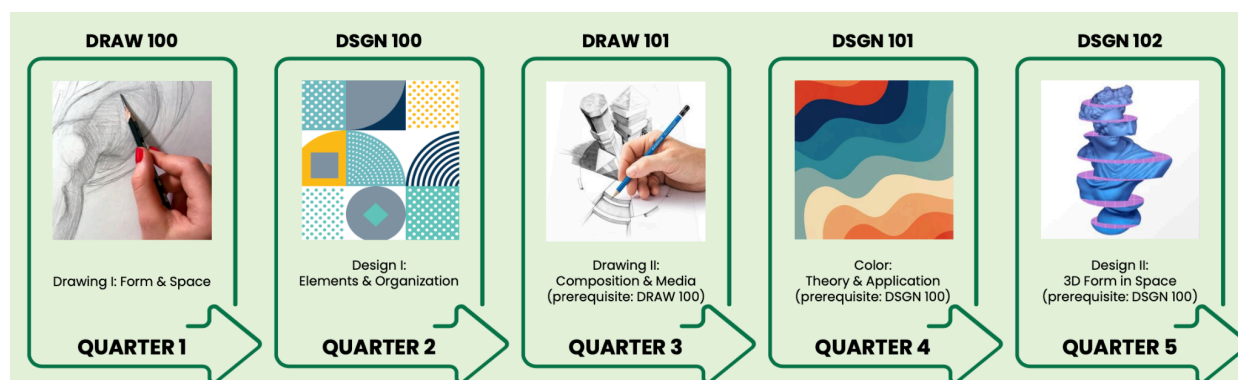
## Career-related Study Options at Renaissance College

Currently Renaissance College has partnered with seven institutes to provide career-related studies for our students in Arts and Design, Musical Theatre, Hospitality and Culinary Art, Digital Skills, Business and Sustainability, International Sports Management, Aeronautics and Aviation Management pathways respectively. Each institute is responsible for their own courses and their delivery, and each of them is in control of grading the students according to their own assessment standards. SCAD and Embry-Riddle will also provide the students with a grade point average (GPA), which can provide credits towards SCAD and Embry-Riddle's higher education courses, or higher education courses at other institutions where applicable.

## 1. Arts and Design Pathways in collaboration with SCAD e-Learning

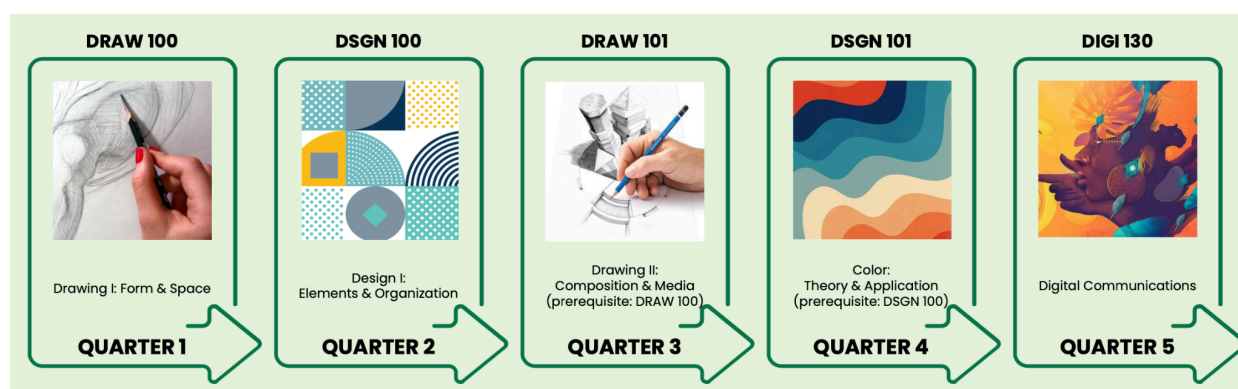
The outline of the core structure (please note that a number of other course options are available to the students as well) is provided below. The programme is offered online. SCAD is a world leader in the provision of online courses and has state-of-the-art facilities with lecturers who are leaders in their fields.

### Track 1A: Foundation Studies (STEM)



Required for the following majors: Accessory Design, Advertising and Branding, Animation, Architectural History, Fashion, Fashion Marketing and Management, Fibers, Furniture Design, Graphic Design, Illustration, Industrial Design, Interactive Design and Game Development, Interior Design, Jewelry, Motion Media Design, Painting, Photography, Preservation Design, Production Design, Sequential Art, Service Design, Visual Effects.

### Track 1B: Foundation Studies: Digital Media Majors (STEM)



Required for the following majors: Animation, Interactive Design and Game Development, Motion Media Design, Visual Effects

### Track 2A: Foundation Studies & Liberal Arts



Required for the following majors: Accessory Design, Advertising and Branding, Animation, Architecture, Architectural History, Art History, Branded Entertainment, Business of Beauty and Fragrance, Equestrian Studies, Fashion, Fashion Marketing and Management, Fibers, Film and Television, Furniture Design, Graphic Design, Illustration, Immersive Reality, Industrial Design, Interactive Design and Game Development, Interior Design, Jewelry, Motion Media Design, Painting, Photography, Preservation Design, Production Design, Sequential Art, Service Design, Social Strategy and Management, Television Production, User Experience Design, Visual Effects.

### Track 2B: Foundation Studies & Liberal Arts



Required for the following majors: Dramatic Writing, Performing Arts, Sound Design, Writing.

### Track 3: Advertising and Branding (STEM)

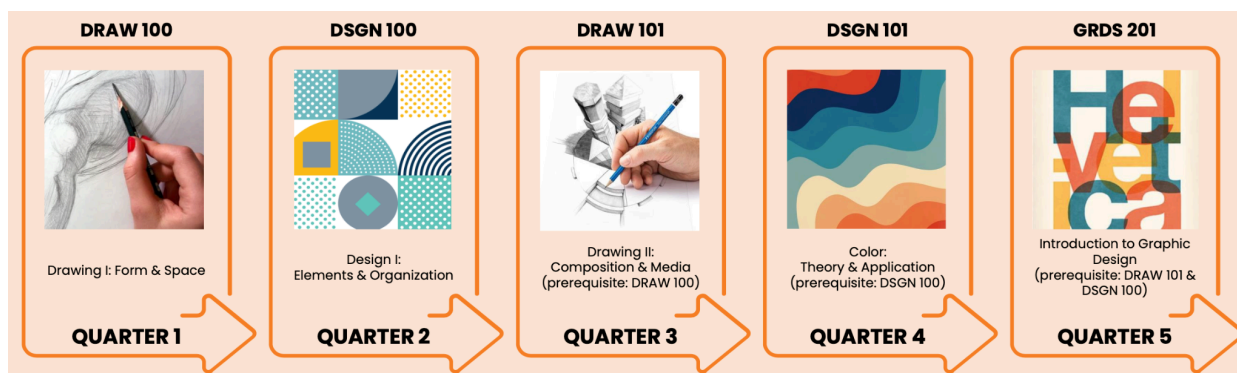


Elearning degree: BFA in Advertising and Branding, BA in Visual



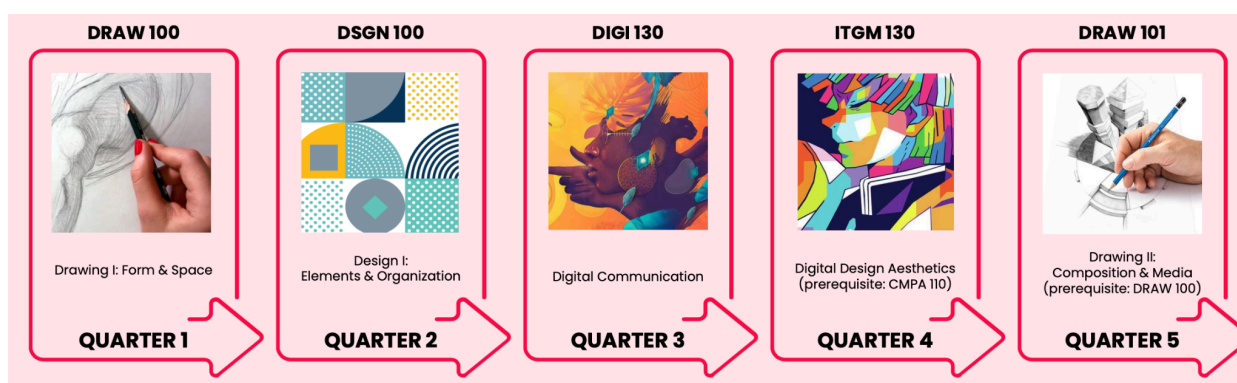
## Communication/Connection in Advertising and Branding.

## Track 4: Graphic Design (STEM)



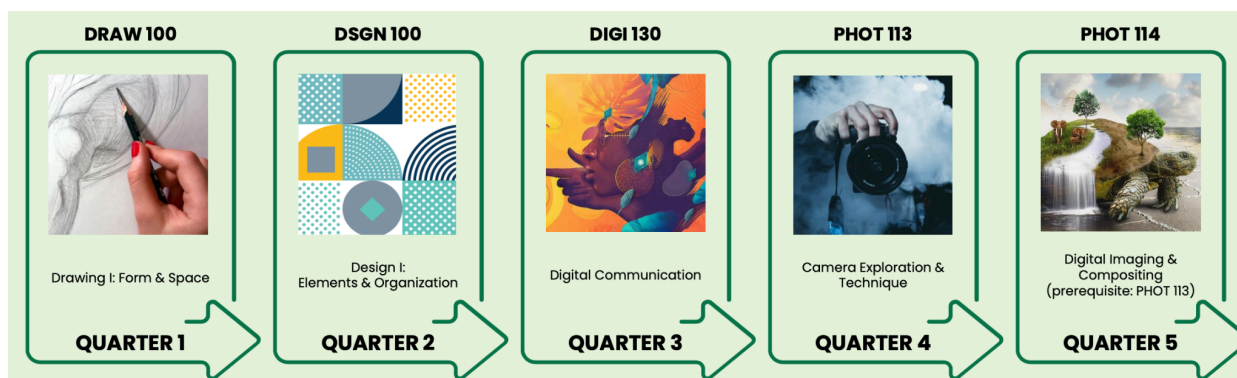
eLearning degree: BFA in Graphic Design, BA in Visual Communication/Concentration in Graphic Design

## Track 5: Interaction Design &amp; Game Development (STEM)



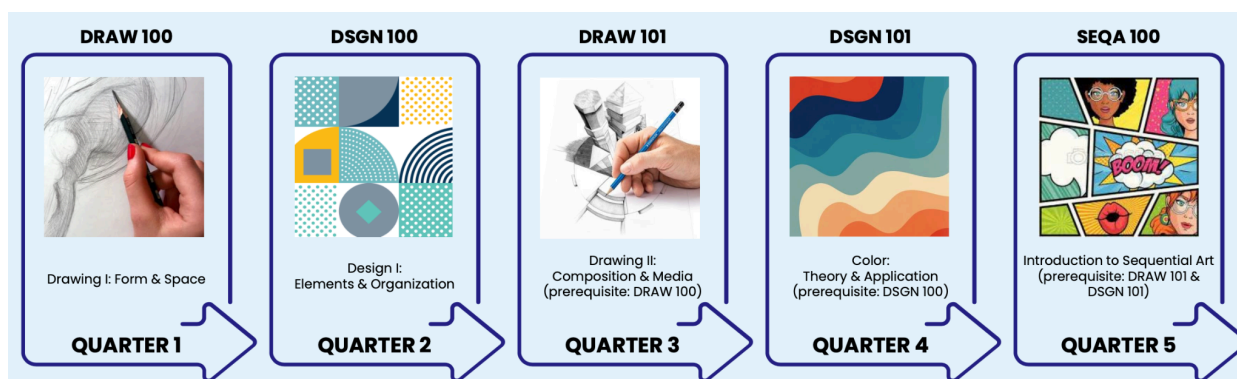
eLearning degree: BA or BFA in Interactive Design and Game Development

## Track 6: Photography



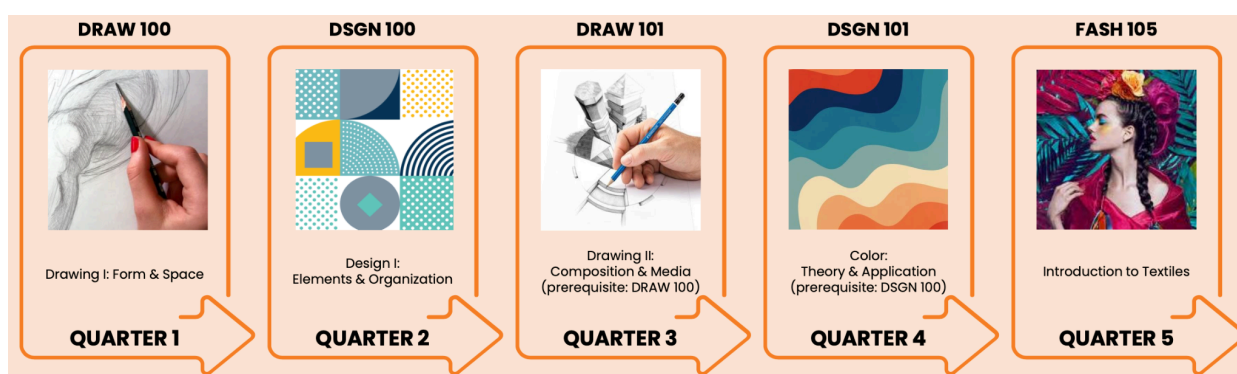
eLearning degree: BFA in photography, BA in Visual Communication/Concentration in Photography

## Track 7: Sequential Art



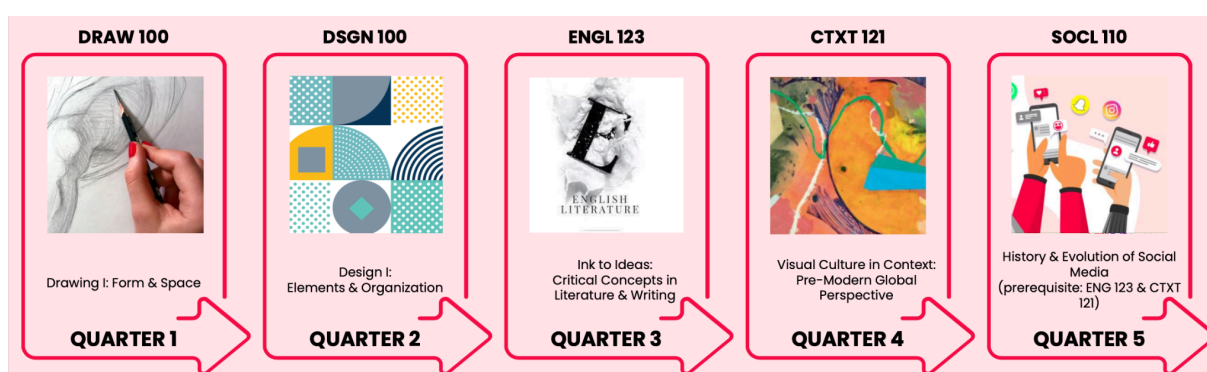
eLearning degree: BFA in Sequential Art; BA in Visual Communication/Concentration in Sequential Art

## Track 8: Fashion Marketing & Management



eLearning degree: BFA in Fashion Marketing and Management

## Track 9: Social Strategy & Management (STEM)



eLearning degree: BFA in Social Strategy and Management

## 2. Performing Arts Pathway with BTEC Level 3 offered by iStage Academy

This course is the practical exploration of industry-based learning. It takes the learning on an authentic journey of skill-based explorations, from the Performing Arts Business

to Rehearsing for Performance and the Principles of Acting. These creative qualifications have been developed alongside experts from the creative industries to focus on practical and progression-focused learning. They provide students with opportunities to enter a broader range of higher education or employment roles.

BTEC courses are assessed through a wide variety of methods including written and performative tasks, there is no end-of-unit examination.

Course Overview:

Component of Performing Arts Skills	GLH	Content Notes
D1: Exploring Theatre Styles	150	This is based on developing performance skills vocal and physical in a range of styles, teacher/student-led workshops building a tool kit of skills
D12: Performing Musical Theatre for an Audience	150	Performing to an audience is using different genres and styles and creating an evening of performance material (again any specific skills/interests/talents should be accommodated for)
F16: The Global Performing Arts Industry	60	This is externally set and is about preparing to work in industry EPK's, websites, CV, promotional material, understanding agents/comparing/contrasting different roles and responsibilities in the industry.

### 3. Hospitality and Culinary Art Pathway in collaboration with Hong Kong International Culinary Institute (ICI) and Hospitality and Tourism Institute (HTI)

Below are the seven modules that are on offer to our IBCP students who take the Hospitality and Culinary Art programme. This programme is accredited by Hong Kong Council of Accreditation for Academic and Vocational Qualifications (HKCAAVQ) and recognised under the Qualifications Framework of Hong Kong. The programme takes place at the world-class facilities in Pokfulam that include a teaching hotel and a state-of-the-art culinary facility that includes multiple kitchens for different world cuisines, molecular gastronomy etc. The International Culinary Institute and the Hotel Management Institute employ an international staff of lecturers and are regularly visited by guest lecturers from chefs at Michelin-starred restaurants.

#### Module One: Hotel Basics

- major elements of the hospitality industry
- basic principles and structure of the tourism industry
- organisation and basic management structure of a hotel
- functions of different departments
- general guest safety and emergency rules
- professional ethics
- basic customer service skill



## Module Two: Front Office Services

- introduce students to the various functions, roles, services and service procedures of the front office department
- handle guest registration, enquiries, room reservations, escorting services, sales techniques
- experience different types of front office equipment
- office automation through a simulated environment
- operation basics and services provided in hotel

## Module Three: Housekeeping Services

- introduce the organisation, functions and purposes of the housekeeping department, service procedures and skill
- proper use of the cleaning chemicals and machines
- experience the importance of work safety, sanitation
- work ethics for room attendants

## Module Four: Food & Beverage Services

- basic concepts of the food and beverage services
- basic hotel catering event services
- organisation structure in the catering sectors
- basic restaurant service flow, common dining
- service utensils and equipment
- basic service rules of food service staff

## Module Five: Introduction to Culinary Operations and Safety

- understand the basic knowledge of kitchen organisation, roles and responsibilities of a chef
- kitchen set-up and equipment
- basic culinary skills
- fundamental knowledge and skills in Western food preparation
- evaluate the reasons for food poisoning (3 hours)
- apply the principles of food hygiene and safety during food preparation (3 hours)

## Module Six: Food Fundamentals

- recognise different food commodities in the market
- identify the standard, grading and freshness of food commodities
- acquire the knowledge and skills in food selection and preparation
- examine food products' features and preservation and storage methods
- learn the combination of aromatic and flavouring for menu and recipe design

## Module Seven: Food Preparations

- acquire the essential skills in European food preparation, including stock, soup and sauce, appetisers, snacks, vegetable dishes as well as entrée preparation
- develop the skills in creative food garnish and plate decoration
- integrate the knowledge and skills acquired in a group project, including dish planning, use of ingredients, nutrition and flavour, budget and cost control, as well as culinary skills
- demonstrate critical thinking, teamwork as well as learning capabilities

## 4. Digital Skills Pathway in collaboration with Hong Kong BSD Academy

This programme is designed to give students both digital and soft skills that are relevant to multiple industries through a project-based curriculum. By using a real-world relevant project-based approach, students not only learn and apply digital skills but also develop soft skills through the execution of projects. Students completing the course will be both higher education This course is accredited by Training Qualifications UK (TQUK), a prominent awarding organisation established in 2013. It is recognised and regulated by the Office of Qualifications and Examinations Regulations (Ofqual), a UK government body.

## Program structure

Year 1			Year 2		
Hours	Type	Course	Hours	Type	Course
40	Taught	Digital skills: Modern industries and the workplace	40	Taught	Data: Actionable insight
40	Taught	Digital Design: Fundamentals in UI and UX	40	Taught	Digital marketing: How to get the right exposure for your business
40	Taught	Programming: Build an e-commerce website	40	Taught	Entrepreneurship: From an idea to action
40	Applied	Leadership Quest	70	Applied	Blockchain: E-commerce and supply chain
40	Applied	User Experience and Agile Project Development			

Taught: 240 hours of guided learning hours

Applied: 150 hours of workshop/week-long experiential learning

## 5. Business and Sustainability Pathway in collaboration with Sustainability Management School (SUMAS)

SUMAS was the first university to launch a Bachelors of Business Administration (BBA) and Masters of Business Administration (MBA) in Sustainability Management. It has campuses in Switzerland and Italy. The IBCP option in Business and Sustainability is in its 6th year and it continues to run as a face-to-face course at SUMAS's campuses in Gland, Switzerland and Milan, Italy. We will be offering the online version with hands-on applied project work here in Hong Kong.



Practical experience pathways in which students develop meaningful company projects in collaboration with industry leaders:

- Sustainable Fashion
- Sustainable Hospitality
- Sustainable Culinary Art
- Nature Conservation
- Sustainable Tourism
- Sustainable Finance and Digitalization

## 6. International Sports Management Pathway in collaboration with World Academy of Sports

This programme is made up of three courses selected and specifically designed from the first- year university degree programme. As such successful completion of the CRS provides a direct pathway to a Bachelor of International Sport Management offered by Federation University and includes credits in the first year of the undergraduate programme. The CRS is delivered online where World Academy of Sports provides teaching for each of the CRS.

### STUDENTS UNDERTAKE THREE COURSES OVER THE TWO YEARS:

COURSE	DESCRIPTION
<b>Introduction to International Sport Management</b>	This course provides a comprehensive introduction to the practical application of core sport management principles within the context of international and national sport sector including non-profit and professional sports organisations.
<b>Sport Performance Management</b>	This course is designed to introduce students to the disciplines and professions within sport science and their role in sport performance, athlete welfare and wellbeing. The coordination process to facilitate the deployment of the most appropriate sports sciences/ performance services at the most appropriate time will be considered throughout the course.
<b>Managing Sport Development</b>	This course provides students with an introduction to theoretical knowledge in the area of sport development and a basic understanding of the effective practical ways to implement this knowledge through practical case studies across various countries and International Sport Federations.

### Course 1: Introduction to International Sports Management

This course provides a comprehensive introduction to the principles and practices of management and organisation of the international sport sector including non-profit and professional sport organisations. The course explores critical issues and concepts in international sport management including the structure and governance of global

sport and how this differs across countries, regions and cultures throughout the world. The unique features of international, national and local sport are analysed.

### Course 2: Sport Performance Management

This course is designed to introduce students to support services and practices required for high- performance sport. The course will identify the nature and contribution of sports science and services that can be provided to athletes and coaches in high-performance environments. The physical and psychological demands placed on elite athletes will be examined, including the development of holistic approaches to support athlete welfare and wellbeing throughout the athlete's career.

### Course 3: Managing Sport Development

This course provides students with an introduction to the theory and practical application of the management of sport. Sport development has become a significant part of the international sport landscape from two aspects: Development of Sport (from mass participation to high performance development pathways for professional participation and talent identification); and Sport for Development and Peace (the role that sport can play in contributing to social outcomes and overall community wellbeing). The course examines the different models of sport development and policies from international and national contexts, including the contribution that sport makes to the United Nations Sustainable Development Goals.

## 7. Aeronautics and Aviation Pathway in collaboration with Embry-Riddle Aeronautical University

This programme allows students to pursue advanced undergraduate courses while completing their high school diploma. Credits earned from this programme can be transferred to a range of undergraduate degrees offered by Embry-Riddle, as well as other universities. The programme is delivered online by Embry-Riddle faculty who are experts in their field. Professors share the knowledge they have gained from decades of industry and higher- learning experience, equipping students with in-demand skills.

### AVIATION MAINTENANCE PATHWAY

General Aeronautics & Applications	AMNT 240
Aircraft Electrical System Theory	AMNT 260
Airframe Structures & Applications	AMNT 270
Airframe Systems & Applications	AMNT 271
Powerplant Theory & Applications	AMNT 280
Aircraft Propulsion Systems &	AMNT

### AERONAUTICS PATHWAY

Aerospace Fundamentals**	ASCI 100
Introduction to Space Flight	ASCI 110
Private Pilot Operations	ASCI 121
Airmen Knowledge/Part 107 Test Prep	ASCI 121L
Introduction to Aeronautical Science	ASCI 202
Introduction to Flight Physiology	ASCI 221



Applications	281
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**Total Track Credits - 18 SCH****BUSINESS PATHWAY**

Microeconomics*	ECON 210
Macroeconomics*	ECON 211
Business Communication	ENGL 222
Business Statistics*	MATH 222
Principles of Management	MGMT 201
Financial Accounting	MGMT 210
Intro to Management Information Systems	MGMT 221

**Total Track Credits- 21 SCH****GENERAL STUDIES PATHWAY**

Intro to Computers & Applications	CSCI 109
Elements of Biological Science	BIOL 107
English Composition*	ENGL 123
Technical Report Writing	ENGL 221
College Algebra*	MATH 140
Trigonometry*	MATH 142
Explorations in Physics*	PHYS 102
Speech	SPCH 219

**Total Track Credits- 24 SCH**

Introduction to Aerospace Safety	SFTY 210
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**Total Track Credits- 18 SCH****ENGINEERING PATHWAY**

Introduction to Engineering*	ENGR 101
Intro to Computing for Engineers	ENGR 115
Engineering Economics	ECON 225
Calculus and Analytic Geometry I*	MATH 241
Calculus & Analytic Geom II*	MATH 242
Physics I for Engineers*	PHYS 150
Physics II for Engineers*	PHYS 160

**Total Track Credits- 23 SCH****UNMANNED SYSTEMS PATHWAY**

Aerospace Fundamentals**	ASCI 100
Private Pilot Operations	ASCI 121
Airmen Knowledge/Part 107 Test Prep	ASCI 121L
Introduction to Aeronautical Science	ASCI 202
Unmanned Aerial Vehicles & Systems	ASCI 260
Unmanned Aircraft Systems Operation & Cross Country Data Entry	UNSY 235
UAS Mission Planning	UNSY 235L

**Total Track Credits- 16 SCH****Further Education****University/College**

The IBCP allows students to access universities, colleges, careers and a number of other avenues for further learning. Our previous cohorts of IBCP graduates from 2016 to 2023 have been successfully accepted by the following universities:

- California Institute of Art (CalArt)
- Central St. Martins, University Arts London (UAL)
- Kwantlen Polytechnic University Canada
- Camberwell University of Arts UK
- Leeds College of Art & Design
- Savannah College of Art & Design (SCAD)
- Emily Carr Institute of Art & Design \*
- Insight School of Interior Design
- University of Westminster \*
- Queensland University of Technology, Australia
- Ontario College of Art & Design, Canada
- Pratt Institute New York \*
- Parsons School of Design, USA (Awarded scholarship)
- National Taiwan University of the Arts, Taiwan
- Goldsmiths, University of London
- University Arts London \*
- Kingston University \*
- The Hong Kong Academy for Performing Arts
- Nottingham Trent University \*
- University of Roehampton \*
- Coventry University \*
- Hult International Business School \*
- Les Roches International School of Hotel Management
- University of Exeter \*
- University of Manchester \*
- Queen Mary University of London \*
- University of Warwick
- LIM College US
- Glasgow School of Art
- University of West London
- Business and Hotel Management School Switzerland
- University of Westminster London \*
- Regents University London \*
- Gilon Institute of Higher Education \*

\* Students received offer but opted to not go as final destination

For international recognition of the programme, please refer to our [list of higher education institutions](#) at which indicates where students have been accepted into universities and colleges after studying an IBCP programme.

## Career Pathways

CP schools worldwide offer a variety of career pathways. In our context of an Art & Design career pathway the possible programmes of further study include the ones listed below.

- Advertising
- Animation
- Fashion
- Graphic Design
- Interactive Design and Game Development
- Illustration
- Interior Design
- Motion Media Design
- Painting
- Photography
- Sequential Art
- Visual Effect
- Fashion Marketing and Management
- Digital Media
- Television Producing
- Architecture
- Accessory Design
- Industrial Design
- Production Design
- Film & Television
- Furniture Design
- Historic Preservation
- Sound Design
- Art History

Similarly, students who undertake the Performing Arts programme are also provided with a wide range of career paths as indicated below.

- Actor/performer
- Drama therapist
- Music therapist
- Theatre director
- Arts administrator
- Broadcast presenter
- Theatre stage manager
- PA technician
- Casting director
- Production
- Script writer
- Set designer
- Theatre critic
- Artistic director
- Singer
- Choreographer
- Conductor



- Concert promotion
- Music distribution
- Set designers
- Lighting and sound designers
- Agents and talent scout
- Teacher/ Lecturer
- Stand-up comedian

Students who pursue the Hospitality and Culinary Art will have many opportunities for career entry and advancement to support the growth and sustainability of the hospitality and tourism sector in Hong Kong and beyond.

Students who study the Digital Skills programme will enjoy career opportunities across a range of industries including finance, marketing, operations, research and development, sales, IT, human resources and legal field.

Students who undertake the Business and Sustainability pathway will face many career opportunities as sustainability and innovation are nowadays integrated in all business-related activities, such as sustainability manager, sustainability supply chain administrator, global sustainability corporate communication manager, sustainability analyst, sustainability change manager, carbon impact specialist to name a few.

The Sport Sector is among the world's fastest growing industries, featuring a diverse range of careers that encompass business, health, marketing and IT. Students taking on the International Sports Management pathway will connect them with successful sporting careers, allowing them to turn their passion into a profession.

Aviation industry has a huge future. The Embry-Riddle degree will open doors to students at top companies around the world. From cooperative education and internships to great careers, students graduating from this programme land jobs quickly and become leaders of industry as demonstrated by their alumni.

## Guidance and Support

The CP students have a dedicated session for 1 hour 20 minutes every two weeks with our CP Coordinator to ensure that their wellbeing and support is being catered for as they complete their studies. All of Renaissance College's counseling services and learning enhancement services are available to our CP students. Renaissance College has a Further Education office that fully supports our students with applications to colleges and universities. Additionally, students at our various partner institutes can enjoy the student services provided on their respective campuses.



## IBCP Personnel

Vice Principal (Secondary) – Jess Davey-Peel

CP Coordinator – Wilma Shen

ESF Learning and Teaching Adviser (post-16) – John Turner

FE/Careers – Aletha Rossiter, Ku-Ku Cheung, Daniel Van Engelen and Wilma Shen

## Further Information

Please contact Ms. Wilma Shen at [wshen@rchk.edu.hk](mailto:wshen@rchk.edu.hk) or Ms. Jess Davey-Peel at [daveyj2@rchk.edu.hk](mailto:daveyj2@rchk.edu.hk) for further details or any questions regarding the IBCP.

## REFERENCES

Guide to the International Baccalaureate Diploma Programme, IBO 2016

Language Development Guide, IBO 2015

Overview of the Career-related Programme, IBO 2015

Personal and Professional Skills Guide, IBO 2015

Service Learning Guide, IBO 2015

The International Baccalaureate Career-related Programme – Information for higher education institutions, IBO 2016

Reflective Project Guide, IBO 2015