

IBCP Prospectus 2026-28

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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:

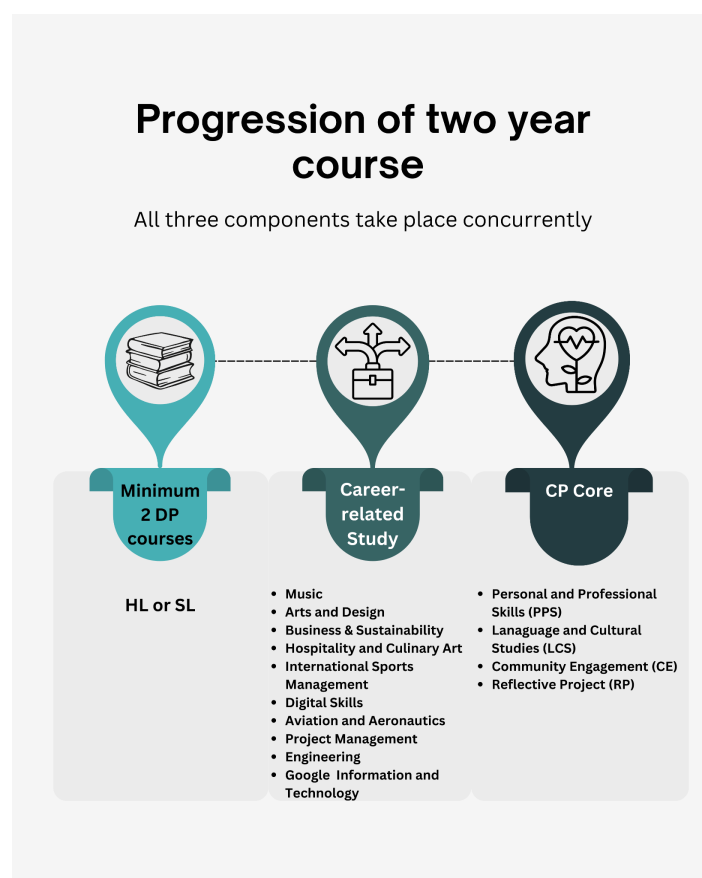
- Academically advanced within their specialism
- Skilled in a practical field
- Critical and ethical thinkers
- Self-directed
- Collaborative
- Resilient and determined
- Confident and assured
- Caring and reflective
- Inquirers

Programme Structure

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

- A minimum two DP courses
- A core comprising four components
- A career-related study

The choice of at least two 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
8. Music with Berklee College of Music
9. Customisable options with Arizona State University (Project Management, Applied Business Data Analytics, Google Information & Technology Support, & ASU Customisable Certificates)

Please see more details in **Career-related Study Options at Renaissance College** on pages 8 to 21.

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)** is a flexible, inquiry-driven curriculum designed and tailored by individual school's needs and contexts. The core focus is building transversal (transferable) personal and professional skills across domains - adaptability, resilience, reflection, critical and ethical thinking, communication, leadership, and intercultural understanding. Students curate a portfolio demonstrating growth in five learning outcomes:

- Intrapersonal skills
- Interpersonal /communication skills
- Thinking skills
- Intercultural understanding
- Ethical awareness

Portfolio curation and reflection are ongoing, with completion based on portfolio evidence and outcomes achieved.

The PPS course comprises a minimum of 100 taught hours, with the students expected to complete projects and assignments beyond these taught sessions. The PPS course is internally assessed and graded (Personal and Professional Skills Guide, 2025).

Community Engagement (CE) is grounded in inquiry, reciprocal action, and sustained, authentic engagement with communities - local, global, personal, professional, or virtual. Students co-create projects in response to opportunities or challenges jointly identified with communities and reflect on their experiences and positions throughout. A minimum of 70 hours is expected to be devoted to Community Engagement, with at least 30 hours of guided learning. Students maintain a learning journal, participate in three review points with mentors, and must demonstrate four interconnected learning outcomes:

- Reciprocal/dialogic engagement
- Systems awareness and agency
- Ethical thinking and action
- Reflective and reflexive practice

Assessment is school-determined and based on the quality and impact of engagement, not a set hour count (Community Engagement Guide, 2025).

Language & Cultural Studies (LCS) empowers students as multilingual and intercultural communicators. Each student chooses an area of personal relevance - career, community, or personal - guiding inquiry and engagement in language and culture. The focus is on developing communication skills, intercultural understanding, and self-reflection. A minimum of 70 hours (with 30 guided hours) is expected to be devoted to language & cultural studies. The learning journey includes an introductory unit, self-directed inquiry, three review points, and a learning journal to document all of the evidence and reflective practice. This component complements but is distinct from any DP language course, emphasising exploration of the concepts of communication, identities, perspectives, and power (Language & Cultural Studies Guide, 2025)

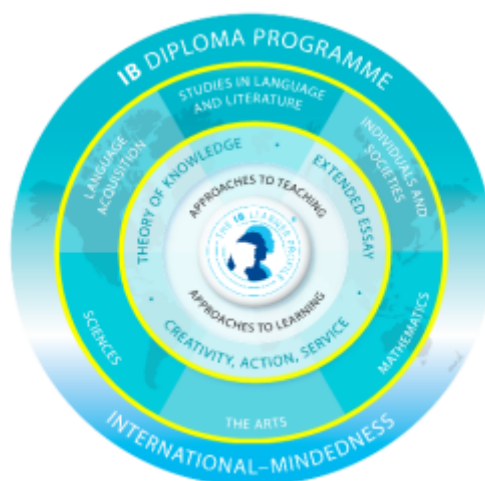
The **Reflective Project (RP)** is an extended, student-initiated inquiry into an ethical dilemma linked to a career field, integrating critical research, synthesis of diverse perspectives, and a personal, justified position. Students select their format (written, audio, visual, or audio-visual, within a 4,000-word/word-equivalent limit (including a distinct written reflection up to 1,000 words).

A minimum of 50 hours of independent work is expected to be devoted to the reflective project. All projects go through three feedback loops (including an oral presentation after the first draft, and a viva voce interview). The learning journal serves as both evidence of process and authenticity. The students' projects are externally graded by the IB on an A to E scale (Reflective Project Guide, 2025).

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

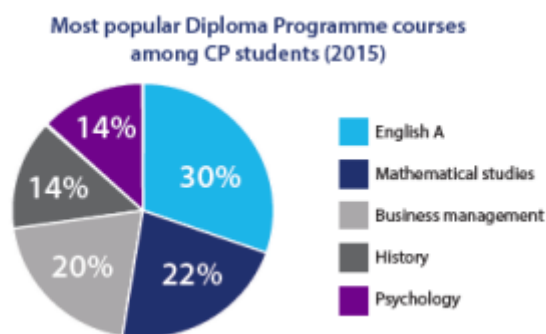


(Image from Guide to the International Baccalaureate Diploma Programme, IBO 2016)

CP students must study a minimum of two DP courses. 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.

- Minimum two DP courses
- Career-related Studies course
- CP core components
 - Personal and Professional Skills (PPS)
 - Language & Cultural Studies (LCS)
 - Community Engagement (CE)

Guided and Self-directed Learning

Community Engagement (CE), Language & Cultural Studies (LCS) and the Reflective Project (RP) are the components that combine guided and self-directed learning.

Career-related Study Options at Renaissance College

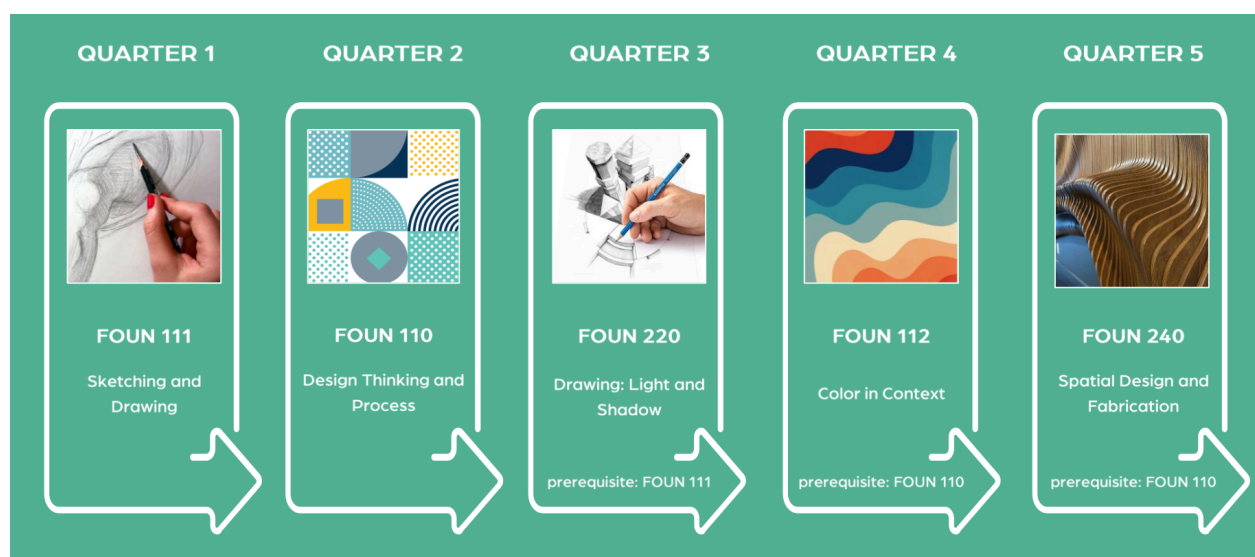
Currently Renaissance College has partnered with nine institutes to provide career-related studies for our students in Arts and Design, Musical Theatre, Hospitality and Culinary Art, Digital Skills, Business and Sustainability, International Sports Management, Aeronautics and Aviation Management, Music, and customisable

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, Embry-Riddle and Berklee College of Music will also provide the students with a grade point average (GPA), which can provide credits towards SCAD, Embry-Riddle, and Berklee College of Music's higher education courses, or higher education courses at other institutions where applicable.

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

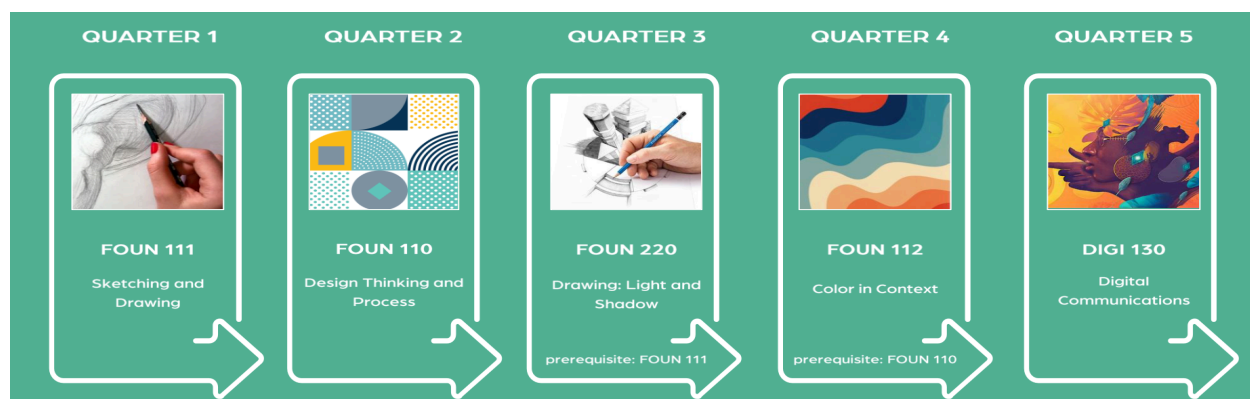
The outline of the core structure (please note that a number of other course options are available to the students as well) is provided below. The programme is offered online. SCAD is a world leader in the provision of online courses and has state-of-the-art facilities with lecturers who are leaders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

Track 1A: Foundation Studies (STEM)



Required for the following majors: Accessory Design, Advertising and Branding, Animation, Architectural History, Art 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, Production Design, Sequential Art, Service Design, Visual Effects.

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



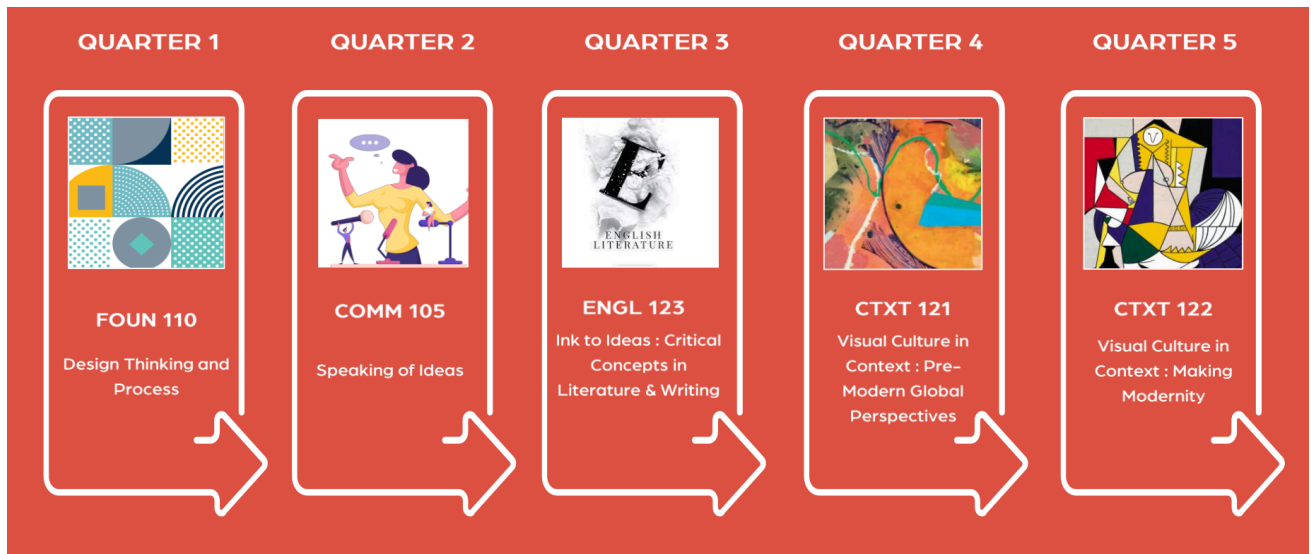
Required for the following majors: Animation, Interactive Design and Game Development, Motion Media Design, Visual Effects

Track 2A: Foundation Studies & Liberal Arts



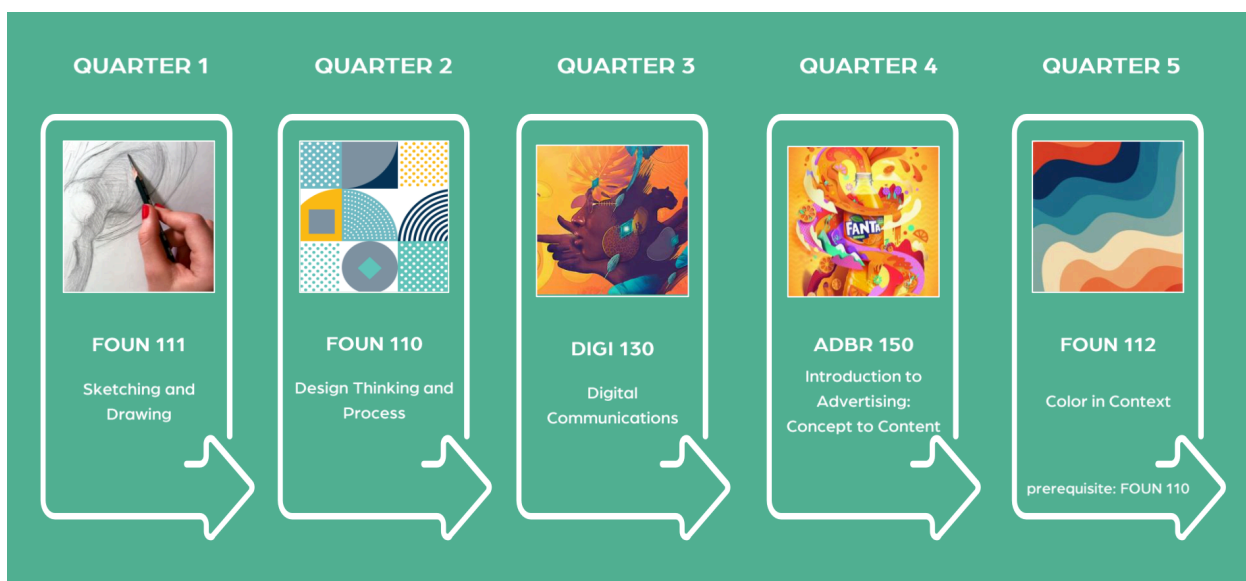
Required for the following majors: Accessory Design, Advertising and Branding, Animation, Architecture, Architectural History, Art History, Business of Beauty and Fragrance, Equestrian Studies, Fashion, Fashion Marketing and Management, Fibers, Film and Television, Furniture Design, Graphic Design, Illustration,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

Track 2B: Foundation Studies & Liberal Arts



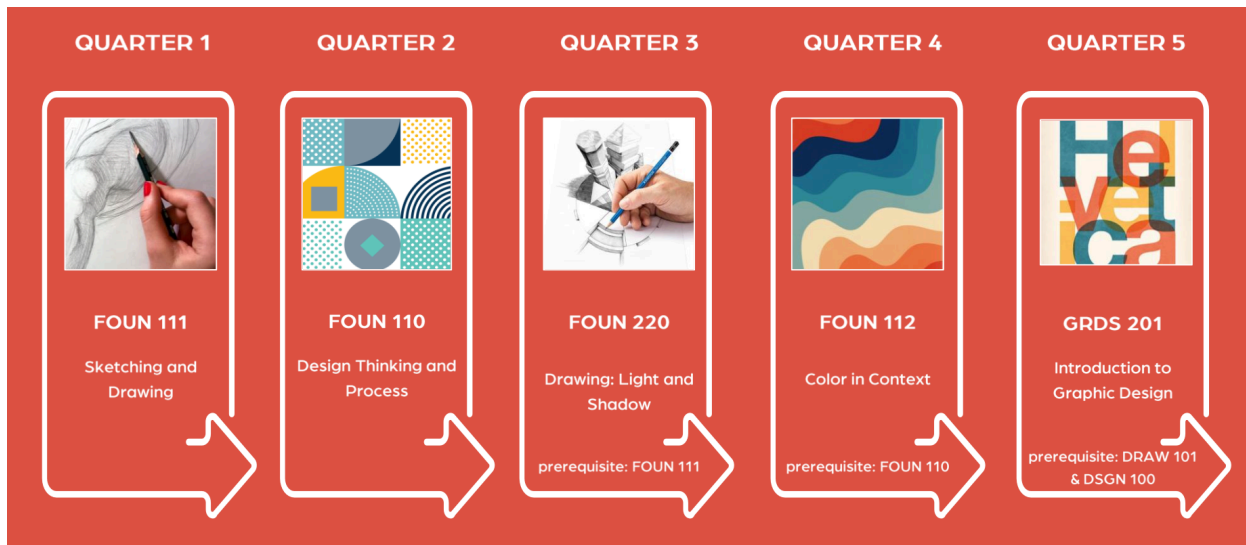
Required for the following majors: Dramatic Writing, Performing Arts, Sound Design, Writing.

Track 3: Advertising and Branding (STEM)



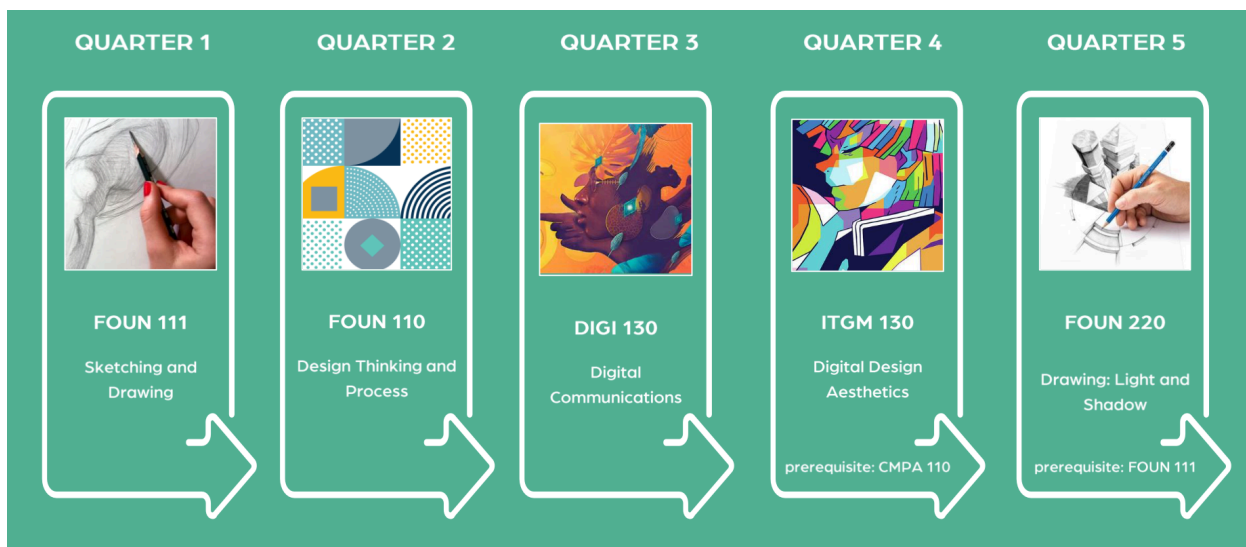
SCADnow degree: BFA in Advertising and Branding, BA in Visual Communication/Connection in Advertising and Branding.

Track 4: Graphic Design (STEM)



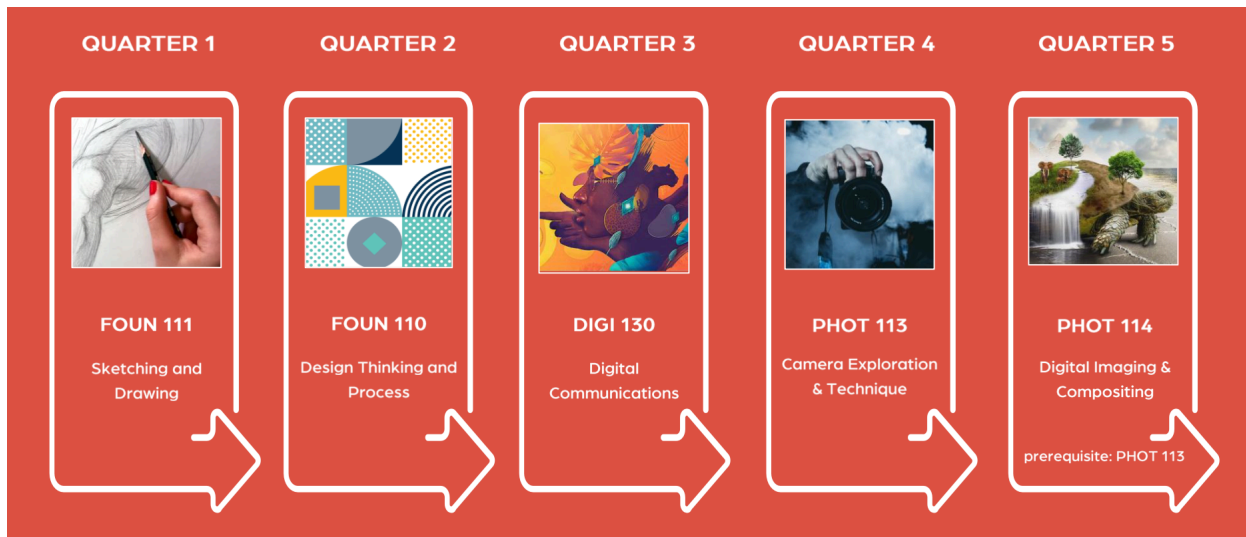
SCADnow degree: BFA in Graphic Design, BA in Visual Communication/Concentration in Graphic Design

Track 5: Interaction Design & Game Development (STEM)



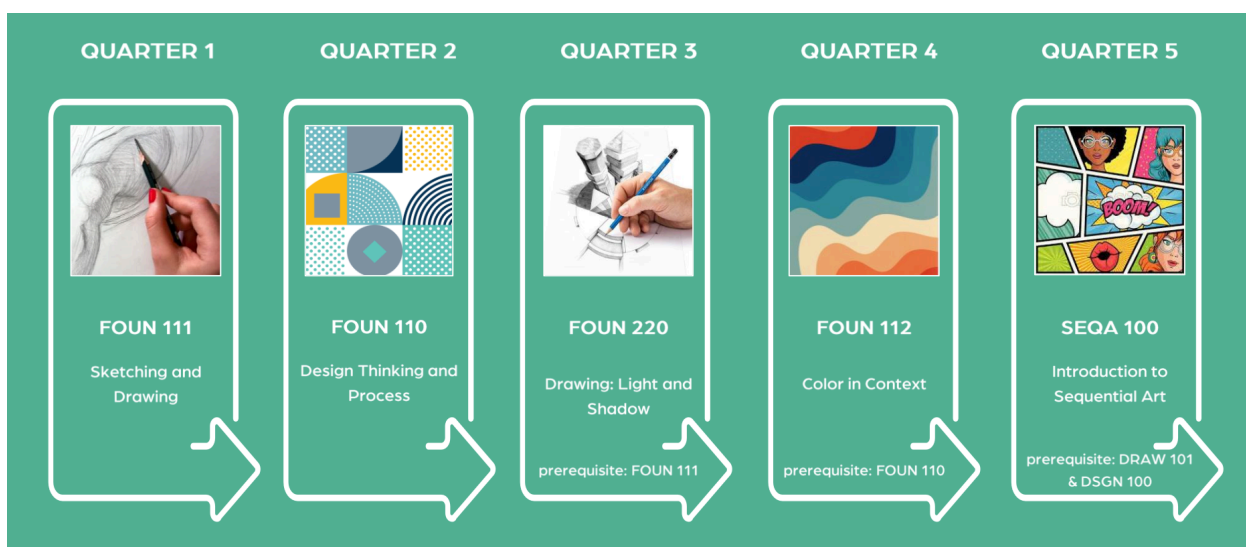
SCADnow degree: BA or BFA in Interactive Design and Game Development

Track 6: Photography



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

Track 7: Sequential Art



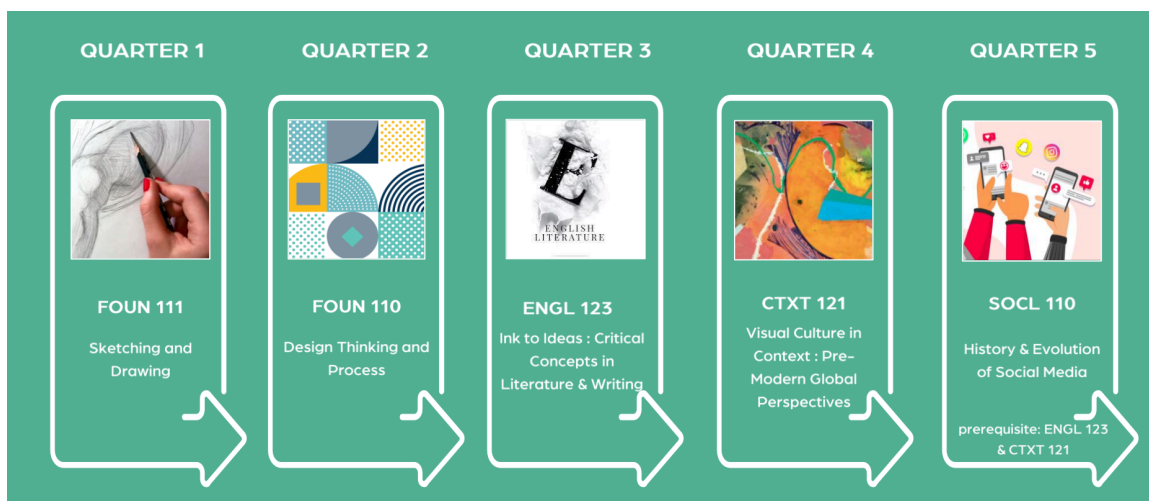
SCADnow degree: BFA in Sequential Art; BA in Visual Communication/Concentration in Sequential Art

Track 8: Fashion Marketing & Management



SCADnow degree: BFA in Fashion Marketing and Management

Track 9: Social Strategy & Management (STEM)



SCADnow degree: BFA in Social Strategy and Management

Track 10: Custom Track

More Courses to Explore:**ANAT 100** General Anatomy**ANTH 101** Introduction to Anthropology**BUSI 110** Business I: Fundamentals**BUSI 210** Management in the Creative Environment**CHIN 150** Survey of Chinese Culture**ITGM 220** Core Principles: Programming**MATH 100** College Mathematics**PHIL 202** World Religions**POLS 100** Politics in America**PSYC 101** Introduction to Psychology**SNDS 101** Sound for Film and Television**SNDS 102** Sound for Animation and Games**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. 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 7th 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 successfully completion of the

CRS provides a direct pathway to a Bachelor of International Sport Management offered by World Academy of Sports, 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
Introduction to International Sport Management	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.
Sport Performance Management	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.
Managing Sport Development	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 & Applications	AMNT 281

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

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
Introduction to Aerospace Safety	SFTY 210

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



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

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

8. Music with Berklee College of Music - Berklee Online

Students passionate about music can enroll in the renowned Berklee Online curriculum, earning up to 21 Berklee credits taught by industry leaders. Two tracks are offered:

- Contemporary Track: Music Production 101, Music Business 101, Music Production Analysis, Keyboard Method, Music Theory, Ear Training, and Lyric Writing.
- Traditional Track: Emphasises performance skills, history, and theory through Berklee Keyboard Method, Ear Training, Practicing Techniques, Music Theory, and advanced Music Theory.

Credits can transfer to Berklee or other tertiary institutions, opening doors to further studies and a range of creative careers in music and the performing arts.

9. Customisable options with Arizona State University

In collaboration with Arizona State University, students may pursue ASU Accelerate programme, enabling them to earn widely transferable college credits (up to 18 or more) and industry-recognised credentials while still in high school. Students select from career foundation certificates and mastery certificates in fields such as Project Management, Applied Business Data Analytics, Google IT Support, AWS Cloud Computing, and more. Courses are designed and taught by leading ASU faculty and offer true flexibility - self-paced, session-based, or blended models, with personalised school support.

Further Education: University and Career Pathways

University/College

Graduates of the IBCP at Renaissance College have successfully progressed to a broad spectrum of universities and colleges worldwide, spanning highly specialised creative, business, technical, and professional fields, alongside direct entry to advanced apprenticeships.

The IBCP is globally recognised as a rigorous, future-focused qualification accepted for direct admission, often with advanced standing or credit, at institutions in the UK, USA, Canada, Australia, Taiwan and beyond. Our alumni have entered programmes ranging from arts, music, business, and hospitality to sports management, aviation and digital innovation - reflecting the diversity and adaptability of the CP curriculum. For a current list of institutions and guidance on global CP recognition, please see our maintained list below:

NORTH AMERICA

United States

Art & Design:

- California Institute of Art (CalArt)
- Savannah College of Art & Design (SCAD)
- Pratt Institute New York
- Parsons School of Design (Awarded scholarship)
- Rhode Island School of Design (RISD)
- Massachusetts College of Art and Design
- California College of the Arts
- School of the Arts Institute of Chicago
- OTIS College of Art and Design
- ArtCenter College of Art and Design

Sports Management

- Division I: Arizona State University, Drexel University, Pennsylvania State University, Rutgers University, California State University Fullerton
- Division II: University of New Haven, Connecticut
- Division III: Springfield College Massachusetts, Lasell University Massachusetts

Business & Fashion

- LIM College
- The New School, Parsons School of Design

General Universities

- University of Nebraska Lincoln
- University of Minnesota Twin Cities
- George Mason University
- University of Maine
- Washington State University
- Stevens Institute of Technology
- University of Massachusetts Amherst
- Embry-Riddle Aeronautical University

Canada

Art & Design:

- Emily Carr Institute of Art & Design
- Ontario College of Art & Design
- Sheridan College

Major Universities

- University of Alberta (Sports Management pathway)
- York University (Sports Management pathway)
- Simon Fraser University
- University of Victoria
- Concordia University
- Toronto Metropolitan University
- Mount Allison University

Colleges & Polytechnics

- Kwantlen Polytechnic University
- Fraser International College
- Langara College
- Douglas College
- Vancouver Island University
- University of Fraser Valley
- Capilano University

Specialized Institutions

- Bishop's University
- St Mary's University (Halifax)

Mexico

- Universidad Anahuac Campus Internacional Cancún

EUROPE

United Kingdom

Russell Group Universities

- University of Cambridge
- Imperial College London
- University of Exeter
- University of Manchester
- University of Warwick
- University of Leeds
- University of Birmingham
- Newcastle University

- University of Sheffield
- King's College London
- Queen Mary University of London
- University of Nottingham

Premier Art & Design Institutions

- Central St. Martins, University Arts London (UAL)
- University Arts London
- Camberwell University of Arts
- Leeds College of Art & Design
- Glasgow School of Art
- Goldsmiths, University of London
- Kingston University
- University for the Creative Arts
- Arts University Bournemouth
- Norwich University of the Arts
- Leeds Arts University

Modern Universities

- University of Westminster
- Nottingham Trent University
- University of Roehampton
- Coventry University
- University of West London
- Regent's University London
- Manchester Metropolitan University
- Sheffield Hallam University
- Bournemouth University
- Brighton University
- Oxford Brookes University
- Bath Spa University

Scottish Universities

- University of Edinburgh
- University of Sterling
- University of West England, Bristol
- Stirling University
- Abertay University
- Queen Margaret University Edinburgh
- Edinburgh Napier University
- Glasgow Caledonian University

Welsh Universities

- Cardiff University
- Aberystwyth University
- University of South Wales

Specialised Institutions

- Durham University
- University of Bath
- Lancaster University
- Loughborough University
- Falmouth University

Netherlands

- Design Academy Eindhoven
- Zuyd University Maastricht
- Universities of Applied Sciences (Various)

Switzerland

- Les Roches International School of Hotel Management
- Business and Hotel Management School Switzerland
- Hotel Institute Montreux
- Sustainability Management School (SUMAS)

ASIA-PACIFIC

Australia

- Queensland University of Technology
- Monash University (
- Griffith University - Queensland
- Monash College

Hong Kong

- The Hong Kong Academy for Performing Arts
- Polytechnic University of Hong Kong (PolyU)
- City University Hong Kong
- HKU SPACE Community College

Singapore

- NTU School of Art, Design and Media
- Singapore Institute of Technology (SIT)
- LASALLE College of the Arts

Taiwan

- National Taiwan University of the Arts

Malaysia

- Taylor's College
- Sunway University

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

Career Pathways: A Forward-looking Appeal

The versatility of the IBCP equips graduates for a dynamic, global employment market. Career-related Study options empower students to:

- Access direct employment in rapidly evolving industries such as arts/design, digital media, music, hospitality, sports management, aviation, sustainability, and business
- Pursue higher education with potential advanced credit or standing in their chosen fields.
- Develop the fundamental skills - creative, analytical, ethical, collaborative, communicative, and adaptive - demanded by modern employers and professions.
- Forge a unique professional identity and pursue specialised career trajectories aligned to passion, strength, and ambition.

IBCP graduates are internationally-minded, career-ready learners - innovators, practitioners, and future leaders equipped for meaningful impact and lifelong growth in an interconnected world.

Guidance and Support

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 by their respective institutions.

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 or Ms. Jess Davey-Peel at daveyj2@rchk.edu.hk for further details or any questions regarding the IBCP.

REFERENCES

Guide to the International Baccalaureate Diploma Programme, IBO 2016

Overview of the Career-related Programme, IBO 2015

Personal and Professional Skills Guide, IBO 2025

Language & Cultural Studies Guide, IBO 2025

Community Engagement Guide, IBO 2025

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

Reflective Project Guide, IBO 2025