LIVE
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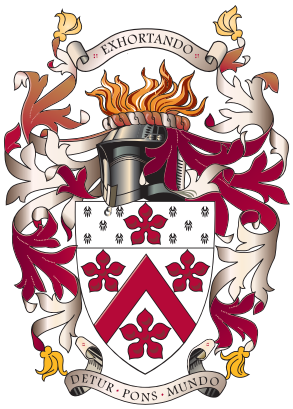
Welcome to the IB Career-Related Programme
Dulwich College (Singapore)



DULWICH COLLEGE

| SINGAPORE |

Welcome to the IB Career-Related Programme

At Dulwich College (Singapore) we are committed to creating personalised pathways for our students that will recognise each individual's passions and aspirations. This is particularly important as our students get older, and in the Upper Senior School we seek programmes that are innovative and allow students to apply their skills in an experiential context.

The IB Career-related Programme (IBCP) allows our students to engage with a career-related study within the framework of an academically rigorous programme, gaining transferable skills from the application of academic studies to a professional context. There is a range of career-related pathways to choose from that will allow students the opportunity to dive into areas of interest, whilst at the same time affording them the opportunity to select from the wide range of courses available as part of our IBDP offering. The career-related learning, and the learning in the individual course options is underpinned by a Personal and Professional Skills course (PPS), ensuring that our students are developing the skills required for learning and for work beyond study.

We are very excited to be able to offer the IBCP to our students. It is clear that a graduate of the IBCP will be able to:

- make connections between their learning and the real world
- be active in seeking out their learning
- select which questions to ask and work with others to find the answers

Dulwich College (Singapore) believes in education that goes beyond the classroom and the school walls. We are preparing our students to 'Live Worldwise' and that means engaging fully with experiential and connected learning so that they graduate from us able to compassionately and effectively make a difference in a complex world.

Ms Melanie Ellis
Head of Senior School

IB Career-Related Programme

The International Baccalaureate Career-related Programme (IBCP) is for students aged 16 to 19 and provides a pre-university pathway that is based on educational principles, vision, and the learner profile of the IB, in a unique programme that addresses the needs of students who wish to follow a targeted course pathway. The primary objective is that the IBCP will prepare students for further studies at the tertiary level or move towards a career. It prepares students for success in their work life whilst also giving them an excellent foundation for further studies through Diploma Programme (IBDP) courses, thus reducing the academic-practical divide. The IBCP has a strong academic focus but also reflects a very practical approach that includes a personal and professional skills course and also a reflective project. The courses place an emphasis on critical and ethical thinking and on developing life-long skills for the workplace and or further study.

At Dulwich College (Singapore), students may choose to follow the IBCP with the following career pathways:

- Business and Sustainability
- Performance and Production Arts
- Creative Practice: Art, Design and Communication
- Sports
- Engineering
- Digital Technology

WHO IS IT FOR?

- Upper Senior School students (16-19) who are looking for practical, real-life approaches to learning that will enable them access to higher education, internships, apprenticeships or positions in a chosen field of interest.
- Students who have a high level of interest in a particular field of study and want to acquire a deeper understanding of that subject.
- Students who wish to engage in career-related learning whilst gaining transferable life skills such as applied knowledge, critical thinking, communication, and cross-cultural engagement.

The CP Curriculum

CP students undertake a minimum of two IB Diploma Programme (DP) courses (either Standard or Higher Level), a core consisting of four components (Reflective Project, Personal and Professional Skills, Language Development, and Service Learning) and a career-related study.

For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning, and the CP core helps them to develop skills and competencies required for lifelong learning.

WHAT ARE THE ADVANTAGES?

- Students will benefit from both a rigorous IB education and the professional skills and personal qualities developed through the IBCP Core components.
- Students will learn to demonstrate high levels of resilience and flexibility whilst growing in self-confidence and self-awareness.
- Students will be prepared for further education, higher education, apprenticeships, and employment.
- Dulwich College (Singapore) will be able to tailor its IBCP programme to meet its students' needs and backgrounds.

Career-related programme students will access a broad, flexible education which will give them knowledge, practical training, intellectual engagement, and international-mindedness, while developing higher-order cognitive skills and academic behaviours that will enhance their employability and dramatically alter their world view.
- Dr Siva Kumari, IB Director General

UNIVERSITY DESTINATIONS

The IBCP is accepted by many leading universities around the world including Russell Group universities in the UK and Ivy League universities in the USA as well as leading art and design, sports and performing art institutes around the world.

BUSINESS AND SUSTAINABILITY

About the Course

The Business and Sustainability course with the Sustainability Management School (SUMAS) will support students who wish to develop responsible management skills that apply across different jobs and industries. SUMAS is a well-recognised and accredited business school in Switzerland that has developed a joint enrolment programme for students who are interested in the world of business and recognise the importance of sustainable practices. SUMAS is accredited by Accreditation Council for Business Schools and Programs and the Swiss Private School Register. The students receive university credit for the courses they complete along with a transcript from SUMAS and the IBCP.

The Sustainability Management School hinges upon three pillars: Business operations have to integrate environmental and social responsibility into their practices to face the challenges of our global societies, personal creativity has to be stimulated through critical thinking in order to develop innovative ideas, especially in the field of a circular economy, and gender and ethnic diversity should be celebrated. It has been widely proven that diverse teams are more effective than monolithic work patterns.

The SUMAS CrS programme offers much more than just business management, emphasising a forward way of thinking, operating, and governing the business, and a business model that ultimately every organisation, company and business entities will need to adopt. The course challenges students to think about the notion of sustainability and the achievement of a balance between economic progress, ecological equilibrium, and social equity.

The Business and Sustainability programme will be delivered via eLearning from the faculty at SUMAS. There will be a number of opportunities for students to learn with other IBCP students from around the world. Students will also have mentoring available from the IBCP coordinator and a member of the business faculty at DCSG.

An essential feature of the course will be connecting student learning around real-world applications. Units will involve simulations of business practices as well as case studies exploring the challenges faced as industry responds to the increased demands to operate in a sustainable fashion. In addition, students will have the opportunity to apply their learning by participating in both a Sustainability Leadership Experience at the beginning of the course and an Integrative Project Experience during their second year of study.

Subject Options

Sustainability leadership camp

Students will take part in a Sustainability Leadership Camp at the beginning of the course. The camp is designed to introduce the concepts, styles and practices of leadership. Students will be encouraged to improve a range of leadership skills as well as to gain knowledge about personal sustainability. Leadership theories will be analysed and applied in real world situations. Students will develop competencies that are essential to becoming responsible managers.

Fundamentals of sustainability

This unit will provide students with a solid basic understanding of the main aspects of sustainability and prepare them for the advanced courses. The individual, company and societal perspectives are explored and issues concerning energy, climate and water are covered in more detail, to help students reach a deeper qualitative and quantitative understanding. Key knowledge areas including ethics, cultural history, population, environmental economics and policy lay the foundations for a broader understanding. Students would also explore applications of sustainability such as environmental ethics, applied statistics for sustainability and corporate responsibility.

Technology and sustainable innovation

This course will be an introduction to "new thinking" on innovation and sustainable industry (SI). It will be looking at innovations with deep concern about the resources, the water, the energy, the human conditions and the challenges in terms of economy. The course will be based on real cases in material/product innovation and will include the Cradle to Cradle ® principles and eco design. Students will explore this unit through topics such as the circular economy, performance economy and life-cycle analysis.

Leadership

This course is designed to raise awareness of the importance of new leadership styles to fit the challenges facing leaders today in times of fast changes and crises. Leaders have to be skilled communicators and change promoters in the global arena. Conceptual analysis, roleplaying activities, business simulations and case studies will be practiced offering students both theoretical knowledge and best practices. Students will explore this unit through topics such as group dynamics and high-performance teams, contingency theories, cross-cultural competencies and change management.

Integrative project

In addition, students will learn through an integrative project where they will have opportunities to apply their theoretical learning in a real world setting. Students can choose to focus on a Business Externship, Sustainable Fashion, Sustainable Hospitality or Nature Conservation.

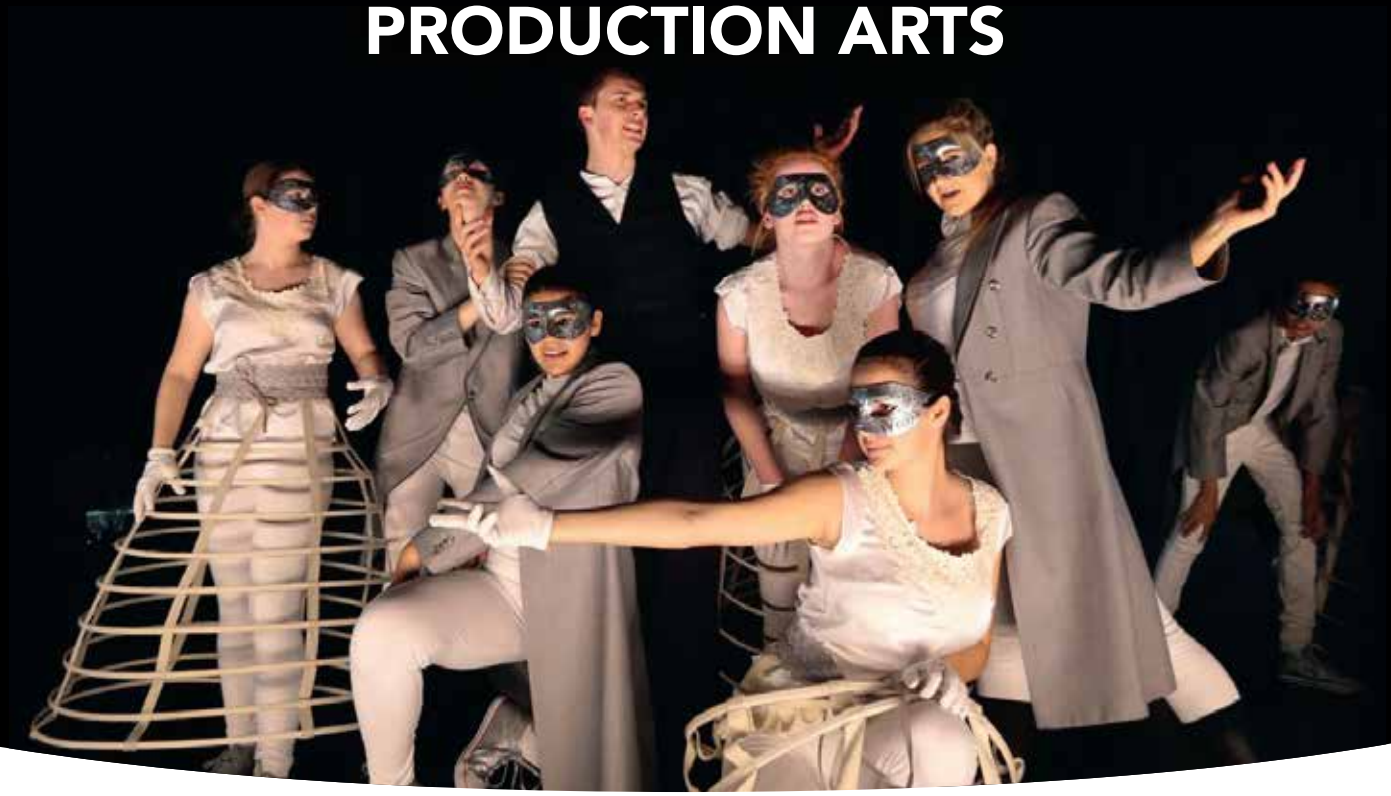
DIPLOMA PROGRAMME COURSES

Students following the Business and Sustainability course would take three or four Diploma Courses with one or two at the higher level. As the Career-related Study (CrS) is an online course, this gives greater flexibility in terms of timetable choices. It is expected that students would take a humanities course such as environmental systems and societies (ESS), geography or digital societies or a science course such as biology at the higher level or, as well as a standard level mathematics course and one other standard level course to complement their studies.

Possible Career Pathways

- Corporate Social Responsibility Consultant
- Sustainability Programme Coordinator
- Ecotourism
- Environmental Lawyer
- Green Entrepreneur
- Financial Advisor for Responsible Investments
- Chief Sustainability Officer
- Fashion Design
- Interior Design
- Sustainable Hospitality
- Operations and Production Manager

PERFORMANCE AND PRODUCTION ARTS



About the Course

The course with the University of the Arts London (UAL) Level 3 Extended Diploma in Performance and Production Arts is designed to develop the skills and knowledge needed to progress to higher education or employment in the performing arts. These will be taught as part of the IB Career-related Programme and will allow students to transfer key skills between their academic subjects and their career-related study.

The course provides an opportunity for those who have an interest in the performing arts to explore, develop and test their creativity within a qualification structure which is stimulating, demanding and provides a supportive transition from general to more specialised study. The structure of the qualifications, with units linked to provide coherence, will allow students to synthesise newly acquired practical skills with theoretical knowledge and understanding as they explore their aptitude and ambition and the particular characteristics of a broad range of performing and production arts disciplines.

The qualifications are characterised by experiential, experimental and integrated learning, relying on the application and transfer of recognised skills, whilst valuing the accidental and novel results that can occur in both individual and collaborative practice, and recognising common principles and distinctive characteristics within the field of performing and production arts.

In addition to the skills specific to performance and production, students will also develop transferable skills, valued by both universities and employers, such as
- having a critical and contextual awareness of different perspectives and approaches
- researching, analysing and evaluating relevant information and ideas in order to develop creative solutions
- solving complex problems through the application of practical, theoretical and technical understanding
- using evaluative and reflective skills in order to take responsibility for own learning, development and decision-making

Students will work with a number of local artists as well as some of our partnerships in the performing arts which include the RSC (Royal Shakespeare Company) and ISTA (International Schools Theatre Association). Students will also have the opportunity to take on various performance/production roles in our Early Years, Junior and Senior School productions. We are also making links with our local theatre companies who will help students develop further experience such as the SRT (Singapore Repertory Theatre) and Pandemonium.

Subject Options

Introduction to the performing arts

This unit will introduce the students to a range of activities essential to the development and delivery of a performance. It will introduce the basic elements of drama, dance and music, the process of rehearsal, production and delivery of a performance, and impart an understanding of performing arts as a collaborative activity.

Development of performance and production skills

This will be an introduction to oral, written and visual communication as integral to activities in the performing arts. Students will explore a range of workshops to develop skills in the roles of actor, dancer, choreographer, director and designer and a range of activities such as exploration and interpretation of narrative and script writing, casting and rehearsal, exploration and interpretation of narrative, staging, design and direction, costume and set design.

Collaborative performance project

This unit will be an exploration of the diversity of roles, responsibilities, employment and progression opportunities available within the sector. The unit will provide students with a measure of self-directed learning and enable them to clarify their longer-term goals through their choice of an activity to explore in greater depth.

Developing performance production skills

This unit is a more formal dialogue of personal interrogation and diagnosis designed to identify strengths, enthusiasm and ambitions within a specific pathway, and to develop the requisite artistic, professional and vocational skills necessary for progression within their chosen discipline.

Preparing for progression

This will be preparation, through a process of research, dialogue, reflection and evaluation, to identify and prepare for specific higher education or employment progression routes appropriate to their ambitions.

Exploration of specialist study and context

This unit will be an opportunity to understand a range of critical and contextual perspectives and approaches influencing performing and production arts. Students will demonstrate their understanding through a personal research project in an area of interest, preparing them for the direction of their final project.

Extended project

The extended project is an opportunity to explore the specific skills and attributes required for their own personal practice. The unit will enable students to demonstrate their achievement through proposing and realising a project which integrates the skills, knowledge and understanding acquired throughout the course.

DIPLOMA PROGRAMME COURSES

Students following the Performance and Production Arts would take two Diploma Courses. It is expected that one of these would be from Group 6, for example theatre, dance or film studies and would be at a Higher Level and one would be from Group 1, for example English literature or English language and literature and would be at a Standard Level.

Possible Career Pathways

- Actor
- Director
- Choreographer
- Dancer
- Musical Theatre
- Performer
- Broadcast Presenter
- Film Director
- Fight Director
- Special Effects Director
- Special Effects Technician

- Casting Agent
- Set Designer
- Sound Designer
- Stage Manager
- Costume Designer
- Script Writer
- Marketing
- Accent and Dialect Coach
- Make-up Designer
- Theatre Stage Manager
- Film Production

- Playwright
- Dramatherapist
- Performance Artist
- Music Producer
- Music Therapist
- Producer
- Community Arts Worker
- Arts Administrator
- Performing Arts Teacher
- Theatre Manager

CREATIVE PRACTICE: ART, DESIGN AND COMMUNICATION

About the Course

The course with the University of the Arts London (UAL) Level 3 Extended Diploma in Creative Practice: Art, Design and Communication is designed to develop the skills and knowledge needed to progress to higher education or employment in the field of art and design. These will be taught as part of the IB Career-related Programme and will allow students to transfer key skills between their academic subjects and their career-related study.

Creative practitioners are defined by two key characteristics:

The first is taking a creative and reflective approach to their work. Whether developing a response to a client brief or finding an independent creative voice, creative practitioners research, develop and learn by constantly trying out new ideas, solutions, and applications for their skills.

The second aspect is their area of industry focus. Many creative practitioners change roles and grow skills over their career, but often develop deep knowledge and competence in a particular field of activity.

The course will be structured to allow students access to a range of disciplines whilst gradually building to more specialist delivery models to support the development of students who begin the course with a clearer understanding of the disciplines in which they want to work.

Delivery could therefore occur in the context of a particular specialist practice including, but not limited to, interactive arts e.g. interactive digital platform design including web, app and game design or graphic communication e.g. packaging design, illustration and communication graphics or advertising and marketing e.g. creative direction, art direction and web design, fashion/textile design e.g. fashion design, fashion textiles, costume design and interior design or three dimensional design e.g. ceramics, sculpture, exhibition design, design for theatre, television and film and 3 dimensional digital design or photography e.g. portraiture, landscape photography, still life photography and moving image (video, film, animation) or media e.g. television, radio, print, video, digital media, computer games, photography, advertising and publishing or fine art e.g. drawing, painting, mixed media, installation and printmaking.

Subject Options

The creative process

Students will explore, apply, and assess the different stages of the creative process and develop an understanding of the separate activities within each stage, and how these inform one another holistically. Activities will be underpinned by an introduction to the creative industries, and students will develop a contextual understanding of the development of creative arts outcomes and products across a broad spectrum of specialist practices.

Developing creative practice

Students will explore, experiment, and refine their practical skills associated with a creative practice, as well as developing an understanding of how to safely use creative practice skills to solve problems, develop outcomes and present work appropriate to the creative practice.

Responding to a set brief

Students will develop a project proposal, generate ideas, and produce and present outcomes that respond to a set brief. They will also demonstrate practical skills to realise creative outcomes, reflect on the creative process, and use reflective practice to inform and direct the choices they make.

Researching a specialist industry practice

Students apply their knowledge of their specialist industry practice to a self initiated investigation, drawing on the works of existing practitioners and their own research to influence and inform ideas. The work they produce will evidence the development and refinement of their specialist visual language skills in order to effectively communicate ideas and concepts.

Specialist technical skills development

Students develop an understanding of the specific materials and technical skills used within their specialist industry practice. Students apply safe working practices, as they develop and refine their technical skills, and use appropriate specialist presentation techniques to demonstrate their technical skills. Students will be expected to reflect on and evaluate their performance to inform personal development within their chosen specialism.

Specialist creative outcome

Students demonstrate an in depth understanding of a specialist industry practice to apply their knowledge and understanding of the creative process to develop, realise and present solutions to their proposed investigation. Students will use all aspects of the creative process harmoniously within their practice to develop an appropriate and relevant outcome that meets the needs of a selected audience/consumer.

DIPLOMA PROGRAMME COURSES

Students following the Creative Practice: Art, Design and Communication course would take two Diploma Courses. It is expected that one of these would be from Group 6, for example visual arts or film studies and would be at a Higher Level and one would be from Group 1, for example English literature or English language and literature, and would be at a Standard Level.

Possible Career Pathways

- Art Director
- CAD/CAM Designer
- Cartoonist
- Copywriting
- Content Writing
- Costume Designer
- Creative Director
- Curator
- Digital Artist
- Editor
- Engineering
- Engraver
- Entrepreneur
- Event Manager
- Exhibition Designer
- Researcher
- Fashion Designer
- Film Maker
- Footwear Designer
- Furniture Designer
- Gallery Staff
- Game Designer
- Graphic Designer
- Industrial Designer
- Interactive Designer
- Interior Designer
- Illustrator
- Influencer
- Jeweller
- Landscape Architect
- Librarian
- Lighting Designer
- Make-up Artist
- Marketing Merchandiser
- Multimedia Designer
- PR
- Product Designer
- Programming
- Photographer
- Project Manager
- Props Manager
- Publishing
- Retail Designer
- Service Designer
- Set Designer
- Software Engineering
- Tailor
- Teacher
- Therapist
- UX Designer
- Videographer
- Web Designer

SPORTS

About the Course

The course with BTEC International Level 3 Diploma in Sport is designed to develop the skills and knowledge needed to progress to higher education or directly into employment. These will be taught as part of the IB Career-related Programme and will allow students to transfer key skills between their academic subjects and their career-related study.

The course provides an opportunity for those who have an interest in sports health, sports nutrition, or sports coaching to explore, develop and test their professional skills within a qualification structure which is stimulating, demanding and provides a supportive transition from general to more specialised study. This qualification is designed to support learners who want to study sports as the main element alongside another area of complementary or contrasting study. The units encompass applied learning that brings together knowledge and understanding with practical and technical skills. In this course the students will explore a range of sporting units in order to develop skills in the following three main categories:

- cognitive and problem-solving skills – using critical thinking, approaching non-routine problems, applying expert and creative solutions, using systems and technology.
- interpersonal skills – communicating, working collaboratively, negotiating and influencing, self-presentation.
- intrapersonal skills – self-management, adaptability and resilience, self-monitoring and development.

The applied learning is achieved through learners performing real-world tasks that encourage the development of appropriate professional behaviours and transferable skills. Transferable skills are those such as communication, teamwork and research and analysis, which are valued in both higher education and the workplace. Opportunities to develop these skills are signposted in the units.

Students will work with a number of local leisure providers as well as having the opportunity to take on various leadership roles within our Early Years, Junior and Senior School sports activities. We are also developing our links within the wider College community in order to provide meaningful sporting experiences in a real-world setting.

Subject Options

Health, wellbeing and sport

Students will examine the importance of physical activity and sport in the context of physical health and also explore the impact of physical activity and sport on mental health and social wellbeing.

Careers in sport and active leisure industry

Students will explore the sport and active leisure industry in Singapore. Students will explore recruitment processes and reflect upon their own personal and professional skills in order to prepare for a career in the sport and active leisure industry.

Applied sports anatomy and physiology

This unit examines the function of the musculoskeletal, cardiovascular and respiratory systems and how they respond to exercise. Students will also investigate the different types of energy systems.

Sport development

Students will investigate sport development in practice by examining concepts in sport development and by looking at case studies involving the key providers of sport development.

Practical sports performance

Students will explore skills, techniques and tactics required in selected sports, learning how to use skills, techniques and tactics in an individual or team sport. They will also work on reviewing their own performance to inform future development.

Sports tourism

This unit will explore the economic, social and environmental impact of sports tourism as well as investigating the opportunities, demand and requirements for a sport tourism enterprise. Students will develop and present a plan for a sports tourism enterprise.

Sports injuries management

Students will explore different types and causes of common sporting injuries, how they affect sports performers and the risk factors for the management and prevention of common sporting injuries.

Nutrition for physical performance

This unit will examine concepts of nutrition, hydration, diet and digestion and explore energy intake and expenditure for sports and physical activity. They will also produce a diet and hydration plan to support a selected sport.

Business in sport

Students will investigate the use of business and customer service skills as well as business-related legislation and organisational procedures in the sport and active leisure industry. Students will also explore the use of technology to improve customer service for sport and active leisure organisations.

Organising events in sport and physical activities

This unit will explore considerations of sport and physical activity events in order to plan and promote a sport or physical activity event. This will give students the opportunity to deliver a planned sport or physical activity event and reflect upon their achievement.

Influence of technology in sport and physical activity

Students will explore how technology is used in sport and physical activity as well as the role of technology in improving sport and physical activity performance and experience.

DIPLOMA PROGRAMME COURSES

Students following the Sports course would take three Diploma Courses with a recommendation of two at Higher Level and one at Standard Level. It is expected that one of these would be from Group 3, such as psychology, geography, global societies, business management, global politics or history and one would be from Group 4, such as biology or sport and exercise health science (SEHS). The remaining course would be either a second science or a humanities course.

Possible Career Pathways

- Physical Education Instructor
- Assistant Coach
- Gym Instructor
- Personal Trainer

- Community Coach
- Sport-specific School Coach
- Club Sports Coach

- Sports Administrative Assistant
- Sports Agent
- Sport Facilities Manager

ENGINEERING

About the Course

The Engineering course with a BTEC International Level 3 Diploma is designed to develop the skills and knowledge needed to progress to higher education or directly into employment. These will be taught as part of the IB Career-related Programme and will allow students to transfer key skills between their academic subjects and their career-related study.

The course provides an opportunity for those who have an interest in engineering to explore, develop and test their professional skills within a qualification structure which is stimulating, demanding and provides a strong generalised base in engineering whilst providing exposure to more specialised areas of study. In this course students will develop skills and knowledge across a range of engineering disciplines, such as mechanical, electrical and structural, whilst using critical thinking, applying expert and creative solutions, and using systems and technology.

The applied learning is achieved through learners performing real-world tasks that encourage the development of appropriate professional behaviours and transferable skills. Transferable skills are those such as communication, teamwork and research and analysis, which are valued in both higher education and the workplace. Opportunities to develop these skills are explored in the individual units through exposure to tasks that foster:

- the selection of appropriate tools and processes used in engineering
- self-management and planning skills
- effective writing
- the ability to work in legal, ethical and moral manner

The qualifications are characterised by experiential, practical and integrated learning, allowing for the application and transfer of recognised skills, and valuing the use of the design process in responding to real-life client demands. Students will have the opportunity to undertake projects within the College environment and we are also developing our links within the wider College community in order to provide meaningful professional experiences in a real-world setting.

Subject Options

Mechanical principles

Learners will develop the skills and knowledge required to solve mechanical-based engineering problems by applying principles such as algebraic and trigonometric mathematical methods as well as static, dynamic and fluid engineering systems.

Delivery of engineering processes safely as a team

Learners explore how processes are undertaken by teams to create engineered products or to deliver engineering services safely including the use of two-dimensional computer-aided drawings that can be used in engineering processes.

Product design and manufacture in engineering

Learners will explore engineering product design and manufacturing processes by considering design triggers, challenges, constraints, opportunities, and operational requirements. They will consider function, sustainability, materials and form and will generate technical justifications for the design solution.

Applied commercial and quality principles in engineering

Learners explore commercial engineering, for example key business activities, cost control, quality systems and value management, which is used by engineering organisations to create value.

Electrical and electronic principles

Learners develop the skills and knowledge required to solve engineering problems by applying principles such as statistical methods, static and direct current electricity and circuits, magnetism and electromagnetic induction and alternating current electricity and circuits.

Electronic devices and circuits

Learners explore the operation of electronic devices and their uses in circuits through simulation and practical exercises to build and test physical analogue and digital circuits. They review the development of analogue and digital electronic circuits and reflect on their performance.

Mechanical behaviour of metallic materials

Learners investigate the microstructure of metallic materials and conduct tests of the mechanical properties of metals, consider suitable applications including the impact on in-service requirements and explore failure modes to improve component design.

Mechanical behaviour of non-metallic materials

Learners explore the mechanical properties of non-metallic materials (polymers, ceramics and composites), consider their suitable applications and explore their component failure modes.

Computer aided design in engineering

Learners develop two-dimensional (2D) detailed drawings and three-dimensional (3D) models of an engineered product using a computer-aided design (CAD) system, including a three-dimensional computer-aided model for a thin-walled product and a fabricated product.

Fabrication manufacturing processes

Learners examine the processes and technology used in sheet metal fabrication that are widely used in industry, explore and carry out fabrication processes to safely manufacture products from sheet metal, reviewing the processes used and reflecting on personal performance.

Manufacturing, joining, finishing and assembly processes

Learners investigate joining, finishing and assembly processes used in the manufacture of products, such as cars and mobile phones. They will also explore the economic and social consequences associated with these processes.

DIPLOMA PROGRAMME COURSES

Students following the engineering career-related pathway would take three diploma courses with a recommendation of two at Higher Level and one at Standard Level. It is expected that one of these would be a mathematics course at the Higher Level and one would be physics at the Higher Level. The remaining course would be either a second science or a humanities course.

Possible Career Pathways

- Engineering Operative
- Manufacturing Operative
- Semi-skilled Operative

- Engineering Technician
- Electronics Technician

- IT Support Technician
- Mechatronics Technician

DIGITAL TECHNOLOGY

About the Course

The digital technology course with BSD Ltd is designed to develop the technology skills that will be key in every job and industry. BSD is a world leading technology education company that operates across 11 countries educating tens of thousands of students worldwide. BSD has links with major businesses such as Swire and the Macquarie Group in Hong Kong which are used to enhance the applied component of this IBCP option. The BSD Digital Skills course is accredited by the Sustainability Management School (SUMAS) in Switzerland; students receive university credit for the courses they complete along with a transcript from SUMAS.

The Digital Technology programme will be delivered via eLearning from the faculty at BSD. There will be a number of opportunities for students to learn with other IBCP students in the Asia-Pacific region. Students will also have mentoring available from the IBCP coordinator and a member of the computer science faculty at Dulwich College (Singapore).

Learners will gain relevant skills and knowledge through the development of the following digital technology principles: Programming, Digital Marketing, Data and Design. Students will also gain cognitive and problem-solving skills – using critical thinking, approaching non-routine problems, applying expert and creative solutions, using systems and technology – leading to wider transferable employability skills such as:

- how to communicate in a professional context
- effective presentation techniques
- project management
- team agreements and collaboration

An essential feature of the course will be connecting student learning around real-world applications. In addition to six taught units, students will undertake three applied units including one optional real-world experience where they will explore either social technology entrepreneurship through advocacy or e-commerce and supply chains. In this applied option they will study alongside technical and commercial business teams in companies, combining external client company assignment with real businesses, as well as ongoing projects with team leaders from BSD.

Subject Options

Introduction to Connect2Work

This unit will allow students to obtain an understanding of the fundamental topics in digital technology. Content will cover introductions to programming, design, digital marketing and data and will investigate how technology impacts various roles and industries.

Design in a circular economy

Students will dive into the world of functional design by having a deeper understanding of how design decisions are made. They will study User Experience (UX) through various user perspectives and use industry standard tools.

Programming as a tool to sustainable development

Students will learn how to create and actively engage with the web by using technologies like HTML, CSS, JavaScript including libraries and frameworks. They will develop computational thinking and problem-solving skills relevant to building real world products.

User experience and agile project

Students will work with a client company to understand their current technology solutions. Using a combination of programming, design and data knowledge gained from previous units, they will help propose an improved version of the technology.

Applied digital leadership camp

Students will join a training session with a professional executive coach to learn the fundamentals of digital leadership. They will then analyse a real company scenario to understand their internal protocols and challenges and develop a solution.

The power of data for a sustainable future

Students will harness the power of data by learning how to collect, organise and visualise it. They will use databases to understand how digital products store, access, and manipulate information. They will learn to use various data sets and data visualisation strategies.

Digital marketing for social change

Students will learn how businesses reach their customers with the use of technologies such as social media, Search Engine Marketing (SEM) and email. They will understand how to generate revenue for companies by mastering content strategy and advertising.

Capstone project

Students will synthesise their learning from the previous units to showcase their creativity and knowledge. Students are expected to create a solution to promote sustainable development and include the following: a programming project, a design proposal, a data report, and a digital marketing campaign.

Applied options

Students will work with a company to learn about their social cause. Using a combination of Digital Marketing, and Data they will help develop a structured plan to help the social cause gain impact and exposure.

Students will work with a company to understand how digital commerce works, from the e-commerce platform to the handling of logistics and the supply chain. Using skills learnt in the programming and design units, students will present a prototype of a multi-faceted solution to help the company.

DIPLOMA PROGRAMME COURSES

Students following the Digital Technology course would take three or four Diploma Courses with two at the Higher Level. As this Career-related Study (CrS) is an online course, this gives greater flexibility. It is expected that students would take either digital societies or computer science, a mathematics course and further humanities course such as global politics, ESS or geography and/or a further science course to complement their studies.

Possible Career Pathways

- Software Developer
- Web/Content Developer
- Mobile App Designer
- Games Designer
- Programmer
- IT/Business Analysis Support

A **Personal** Approach to University Counselling

Students at Dulwich College (Singapore) will benefit from our unique university counselling curriculum which starts to prepare students from Lower Senior School. The programme is centred around making informed choices regarding their futures, focusing on their strengths, their priorities in the world of work and jobs, along with exploring university pathways, and career opportunities beyond school. As a result, students select universities and degree courses which are the most appropriate to them, leading to a more suitable university matching process.

Our team of university counsellors has strong connections with a host of leading institutions from around the world and the past two years of graduates have attended universities across seven countries. The personalised pathways and 'best fit' approach is reflected in the A to Z of degree fields, which include Architecture, Art and Design, Business and Management, Computer Science, Economics, Engineering, Global Development, Fashion Design, Marine Biology, Medicine, Psychology, Sports and Exercise Science and Wildlife Conservation to name a few.

The IBCP is growing rapidly in its university recognition with students applying to universities in over 35 countries including the US, UK, Canada, Australia, the Netherlands, Hong Kong and Singapore. IBCP graduates have been accepted to over 100 universities in the UK and over 600 universities and colleges across the US.

Beyond Dulwich College (Singapore) wider benefits to students are offered from the indirect support to the university counselling team via sharing ideas, best practices and resources through the Dulwich network of schools. Education in Motion (EIM), our family of schools, has an excellent and growing reputation with universities, to which our students have unrivalled access.

Admissions Process – Our Personal Approach

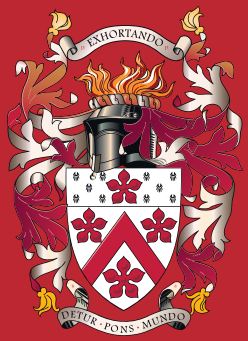
We welcome students from all academic and educational backgrounds. We currently have students from 50 countries, coming from a wide range of nationalities and academic contexts.

We are academically selective as we wish to ensure students are not only suitable for our IB programmes but will flourish and enjoy success throughout their time at the College. While selective, we are a College that supports all our students as individuals and believe that our IB programmes enable students with different abilities and talents to achieve success and show their true potential. We will also be looking to review an applicant's suitability for the IBCP programme and College by looking at their work ethic and enjoyment of learning, passion and drive to succeed, ability to listen and collaborate, and willingness and enthusiasm to contribute to College life. We would expect that a student looking to pursue one of the career-related studies would have previously demonstrated and pursued an interest in this pathway.

Application Requirements

For students following an (I)GCSE curriculum:	For students from other curriculum backgrounds:
• A confidential reference from Principal / Head.	• A confidential reference from Principal/Head.
• Examination predictions / mock examination results.	• A transcript / record of grades from their recent school.
• Certificates of (I)GCSE results.	
• A student should be capable of, or have achieved the equivalent of, (I)GCSE Grade B or above in diploma course subjects they wish to study at SL and A and above for HL (or its equivalent in the new 9-1 system).	• For students following MYP we would be looking for grades between 5 and 7 and whether they have participated in e-assessment.
• The student may be required to sit subject specific entry tests for any preferred HL subjects.	• The student will be required to sit subject specific entry tests for any preferred HL.

The application will be reviewed by the relevant IB programme coordinator, Deputy Head of Upper Senior School and Head of Senior School before placements are confirmed by the admissions team. Placement will be subject to agreement on the most suitable option choices which fit their academic ability alongside their future ambitions. We will interview all applicants (video call if necessary) and, once placement is made, the student will be expected to participate remotely in the options process with the relevant IB programme coordinator.



DULWICH COLLEGE

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