



UNIVERSITY OF  
**BATH**

# The IB Diploma Core and Universities

Professor Mary Hayden

Department of Education, University of Bath

5 March 2019



## IB links with University of Bath

Prof Jeff Thompson (Oxford & Bath)

IB Exams & Curriculum Office at Bath : 1984 – 1989

IB Research Unit at Bath : 2000 – 2006

Jeff Thompson Research Award : 2007 to date

Bath academic staff have worked for and with IB (as examiners, researchers, consultants, etc) over many years

## IB links with University of Bath *cont ...*

### IB-funded research projects led by Department of Education:

Bullock K (2011) *IB Learner Profile : a literature review*

Barratt Hacking E et al (2016) *The International-mindedness Journey: school practices for developing and assessing international mindedness across the IB continuum*

Hayden M et al (2017) *The Impact of CAS on Students and Communities*

McIntosh S (2018) *The Enduring Impact of CAS in the IBDP: alumni study*

## IB links with University of Bath *cont ...*



**IB Educator Certificates** offered in conjunction with part-time MA Education (800+ students) for those with IB teaching experience

**IB Prize** sponsored annually by IB for excellent MA Education dissertation with focus on IB-related research

**Part-time EdD (Doctor of Education)** studied by around 200 teachers/leaders worldwide (many in IB World schools with IB-related focus to research)

**IB Educator Certificate university conference** hosted by Bath 2018

## IB links with University of Bath *cont ...*



**IB World Student conference** hosted by University of Bath 2014

**1000 IB Diploma alumni** currently u/gs at the University of Bath

[6% of each year's intake : > 20% of international student intake]

## IB links with University of Bath *cont ...*



**IB-related Publications** by academic staff at University of Bath, including books published by John Catt (Hayden & Thompson) :

*Taking the MYP Forward*

*Taking the IB Diploma Programme Forward*

*Exploring Issues of Continuity: the International Baccalaureate in a wider context*

*MYP: New Directions (with Judith Fabian)*

*Taking the IB Career-related Programme Forward (with J Fabian)*

## **IB links with University of Bath** *cont ...*

and currently in production .....

*Perspectives on the IB DP Core (with Judith Fabian)*

**The IB Diploma Core:  
some thoughts from the  
University of Bath**

## We like the IB at the University of Bath:



- It offers breadth and depth (combination of HL & SL)
- The two-year 'linear' curriculum allows students to mature
- It encourages development of independent/critical thinking skills
- It encourages consideration of alternative views/other perspectives
- It provides opportunities for flexibility/interdisciplinary study

## We like the IB at the University of Bath:



- The embedding of a **foreign language** at its heart offers wider opportunities for non-language specialists as well as linguists (can support eg placement year)
- The embedding of **maths** at its heart has benefit for students across a range of 'non-mathematics' subjects
- It has been stable over time (outside government control; proposed changes are discussed with HE as well as with schools)

## We like the IB at the University of Bath:



### In our experience IB students:

- are well prepared for placements (increasingly popular at Bath : approx. 60% undertake a year long placement)
- tend to be well informed about their university subject choices – have kept options open to age 18 and thus had greater choice post-16
- tend to be well prepared for trying new things
- are successful across the range of subjects offered at Bath

**In our experience, the benefits of the Core (in particular) for IB Diploma alumni becoming undergraduates include.....**

- **being able to manage and organise their time:**  
*taking responsibility for own learning*
- **engage in social/community participation:**  
*to the benefit of themselves, and the university as a community*

## **IBDP Elements of the Core**

**We like ...**

## ***The Extended Essay***

- *as a substantial piece of work that provides opportunity for in-depth research in an area of particular interest*
- *as it prepares well for university-level independent study, often with a global (not only national) perspective – consistent with Bath's international focus (across departments)*
- *as it prepares well for placement / project (increasing uptake by undergraduates as optional third year)*
- *as it helps to provide a good grounding in time management*

## ***Theory of Knowledge***

- *as it trains students to think critically: good preparation for what's expected at university level*
- *as it prepares students for appreciating where their chosen area of study fits into 'the wider field of knowledge': and being open to opportunities for 'interdisciplinary' approaches where relevant*
- *as it encourages students to be interested in/active in engaging in current issues beyond their own area of study*

# CAS

as it:

- *contributes to the ‘well rounded person’*
- *encourages development of resilience*
- *encourages development of soft skills valued by employers*
- *encourages students to work in teams, with people they may not know – good preparation for life at university (including groupwork, shared accommodation etc)*
- *gives students confidence in contributing to/leading ‘extra-curricular’ dimensions of university life*

## The Core provides a valuable resource to draw on in writing the **Personal Statement**

Mike Nicholson

Director of Student Recruitment & Admissions at Bath:

“A strong statement has an opening paragraph that sets out a candidate's interest and motivation for their chosen degree. Admissions staff want to understand that you know what your degree involves, *and that you are committed for the long haul*. This is particularly important if you apply for something you have not studied before. ....

## The Core provides a valuable resource to draw on in writing the **Personal Statement**

... Paragraphs two and three should demonstrate what you have been doing *above and beyond your post-16 courses* to show engagement with your degree subject. *Super-curricular activities* such as Extended Project Qualifications, MOOCs (massive open online courses offered by organisations such as Futurelearn) are all useful. *Reflect on how these experiences have been of use*, don't just write a long list. ...

## The Core provides a valuable resource to draw on in writing the **Personal Statement**

... A good final paragraph will identify how well a candidate will *cope with new challenges* and *show resilience* when transitioning to university.

Discussing activity that *demonstrates independence, a willingness to step outside their comfort zone, and capacity to adjust to change*, whilst also recognising personal limitations will give confidence to the tutor that you are ready to face this new chapter in your life.”

# Typical IB Diploma Students?



UNIVERSITY OF  
**BATH**





**Thank you!**

Professor Mary Hayden

[m.c.hayden@bath.ac.uk](mailto:m.c.hayden@bath.ac.uk)