



**BRITISH INTERNATIONAL
SCHOOL of TIMISOARA**

THE IB DIPLOMA PROGRAMME

We Provide the Foundation on Which Our Children Can Flourish

University and Career Counseling (UCC) Service

Post-secondary Guidance

Our Vision

*We provide the Foundation on which our Children can Flourish
Inspiring our students to Learn and Live with Purpose*

Our Mission

Building a community of learners where students are given meaningful opportunities to learn, experience, grow, succeed and excel in all areas of their academic and personal development

Our Core Values

*We Think, We Explore and We Learn
We Listen, We Respect and We Care
We Speak Up, We Participate and We Strive*

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

B2.9 The school has systems in place to guide and counsel students through the programme(s).

DP requirement

a. The school provides guidance to students on post-secondary educational options.

The university application process is both challenging and exciting and requires good preparation. As a school we designed a very comprehensive programme meant to support our students plan their path to University and beyond. Beginning in Year 10 and continuing through Year 13, we will provide students with careful guidance on course selection and academic performance. The process starts by arranging individual coaching meetings with all of our Year 10 students. Over the following years, upon graduating from the British International School of Timisoara, we will, amongst others, help students find out what qualifications are needed for their intended course of study and to get into prestigious universities worldwide; we will teach students how to choose a course of study and find the right university for them; we will teach students how to write personal statements and college essays.

**Preliminary UCC Development Plan
Summary**

Goals

- All students achieve the most ambitious place they are capable of, and that matches their interests and future plans.

To achieve this we need:

- **A targeted service** – different support strategies, provided at different points in the school career, depending on the student’s ability and career/university plans.
- Split students into:
 - **Highflyers (approximately 10 per year group)**
Receive focused, individual guidance from the end of Year 10, targeted towards their specific university goals.
 - **Rest of year group**
Receive generic career information, advice and guidance from Year 10 onwards, with a focus on university preparation from Year 11 onwards. Advice becomes more individualised through Years 11-12.
- Highflyers receive a **Personalised Action Plan** in Year 10, outlining the steps needed in the next four years to prepare for competitive university applications.
- **Specialized guidance** from UCC staff with specific areas of expertise.
- **Opportunities for students to gain real world experience** to support their university and career planning, through:
 - Internships;
 - Trips to universities;
 - Visits from university representatives to BIST;
 - Visits to and from companies/organisations;
 - Careers talks;
- Ensure that each student has a **support network** to help them with university and career planning. This includes:
 - UCC staff (Head of School, Deputy Head of School, Head of Secondary);
 - Head of Department in relevant subjects;
 - External coaching;
 - Proactive engagement with parents, especially of highflyers.

Plan for Highflyers (approximately 10 students per year)

Year 10

- Identify high flyers;
- Initial meeting with student (and parents whenever necessary), to discuss career and university aspirations and explain the process for e.g. Ivy League, G5;
- Create a one-page action plan designed to support the student in developing their own interests and drive, and working towards future applications;
- After meeting, UCC sends the one-page action plan to student and parents;
- Regular progress review meetings;
- Also shared with HoDs/teachers via shared drive.

Year 11

- Two meetings to follow up on action plan – ensure student is on track, update or amend plan if necessary;
- Individual course selection meetings;
- Regular review meetings;
- Follow up with parents by email, or meeting if necessary.

Year 12

- Identify any additional late developers to add to the highflyers track;
- Contact with HoDs to ensure that relevant subject exploration is happening;
- Review meetings as in year 11 (more frequently in Terms 2 and 3);
- Not all meetings should be with UCC staff – should be focused on subject / application type, and involve relevant subject teachers.

Year 13

- Individual work on university applications. Final test and interview preparation as necessary.

Plan for the rest of the year group

Year 10

- UCC input through advising (focus on careers research), no individual plans;
- Potentially Morrisby Aptitude and Career Interest Test (currently researching feasibility).

Year 11

- UCC input through advising (finding internships, PSAT preparation).
- Individual course selection meetings;
- UCC questionnaire on interests, career and university aspirations in study groups;
- Individual course selection meetings include a brief action plan (next steps discussed with student, they note points on course selection form and share with parents).

Year 12

- Regular UCC meetings to cover internships, university research, applications etc.
- Individual meetings with action plan setting – one per term, more at student's request;
- Shared with HoDs/teachers via shared drive.

Year 13

- Individual work with students on university applications.

Action Plan Content

- This will be specific to each student, based on their university aspirations, and cover areas such as:
 - Maintaining and raising academic performance – grades, internal and external test scores, any academic support sessions needed;
 - Internships/work experience/career exploration;
 - Relevant wider reading/subject exploration;
 - Participation in competitions e.g. Maths Kangaroo, Olympiads;
 - University visits/lectures/online courses e.g. HEplus;
 - Summer/taster courses;
 - Expert talks/presentations;
 - School trips in relevant subjects;
 - Engagement with current affairs and general knowledge;
 - Languages;
 - Preparation for external tests (particularly SATs) and interviews;
 - TOK/EE in relevant fields;
 - CAS/volunteer work;
 - Hobbies: Sports, music, etc. How often, at what level?
 - Leadership experience/initiative/creativity;
 - Other projects.

Action plan added to shared drive, with a free text box to add updates and comments – sent out to parents as part of the academic report.

University trips and visits

- Possible trips to universities in the UK, US, Netherlands and Germany;
- Host an annual University Fair at BIST with over 30 universities attending, and also host visits from individual universities throughout the year;
- We aim to target more universities (especially top US and UK) to visit BIST.

UCC periods (during PSHEE lessons)

- Year 11 – internships, general study skills, PSAT preparation, IB course presentations.
- Year 12 will include:
 - Internships recap;
 - How to choose a course and university;
 - Country-specific talks – non-compulsory – ideally with external speakers for some;
 - Talks on Oxbridge, Ivy League, medical schools maybe?
 - University lists;
 - How to stand out in your application;
 - How to use your summer (especially filling gaps in the CV / statement);
 - Personal statements / college essays / motivation letters;
 - Speakers for careers in e.g. finance, medicine, the media, politics, engineering etc.
 - Perhaps also some from people with more unusual jobs to talk about how they found their niche;
 - Motivational speakers.

Appendix
UCC Meeting Log Form

STUDENT/YEAR	
Date	
Personal Interests	
Subject Choices (iGCSE)	
Subject Choices (post-iGCSE)	
Country(-ies) of Choice	
Areas of Study	
University (Target)	
University (Safety Net)	
University (other)	
Internships	

Charity	
Language Proficiency Exams	
University Specific Exams	
Targets	
Notes	
UCC Staff	