



RENAISSANCE
COLLEGE
啟新書院



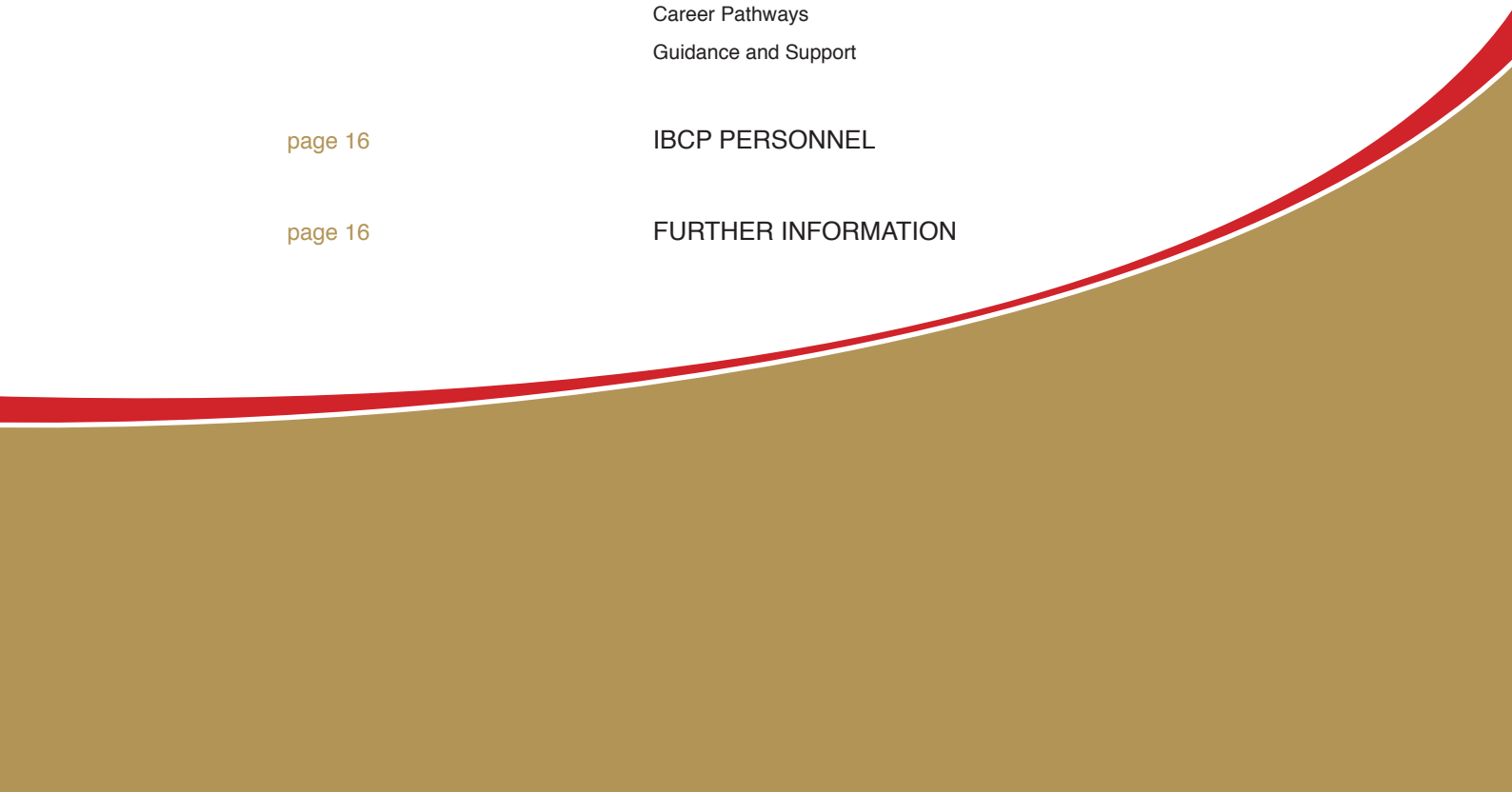
IB Career-related Programme (IBCP)



Renaissance College **Hong Kong**

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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 enthusiasms and ability. Students take between two to four DP courses, at Higher or Standard Level, in combination with their career-related studies while fulfilling the relevant, related and distinctive CP core requirements. All components of the CP reflect a balance between career-related objectives and academic rigour with the aim of cultivating internationally-minded and well-rounded students, while allowing them to access multiple pathways including higher education, employment and apprenticeships (Overview of the Career-related Programme, IBO 2015).



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

The CP develops students to be:

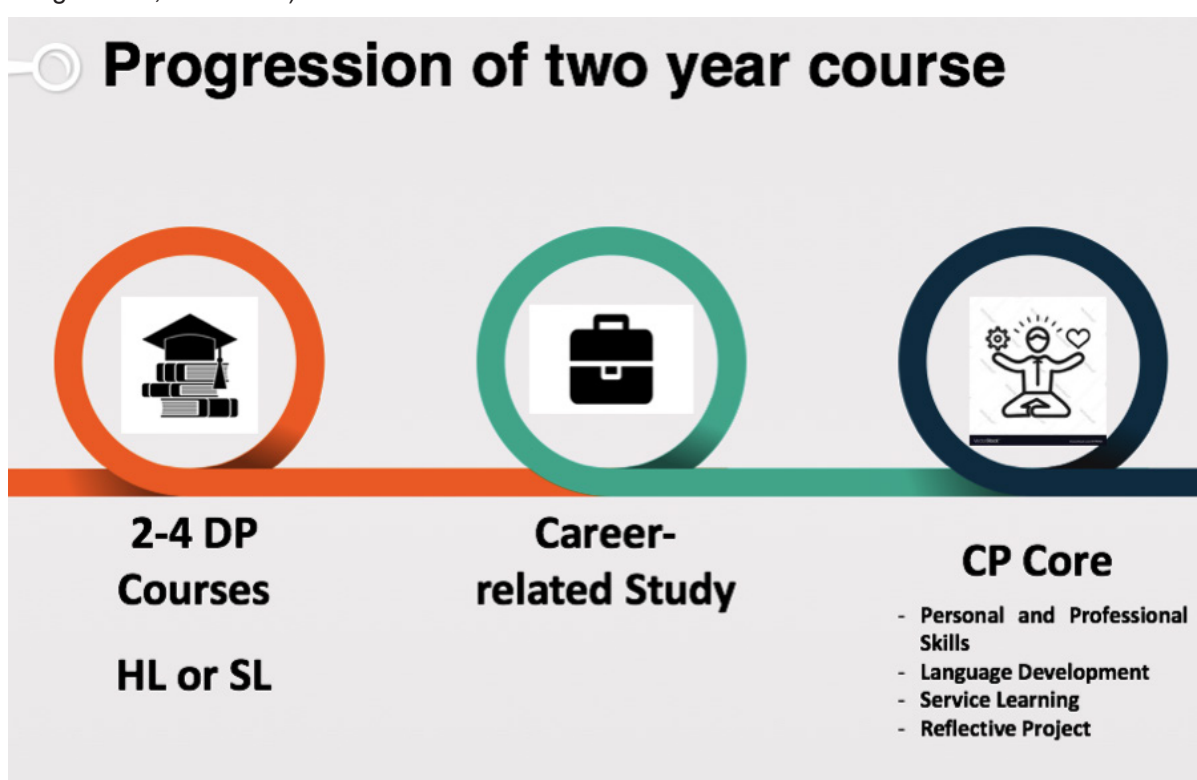
- Academically advanced within their specialism
- Skilled in a practical field
- Critical and ethical thinkers
- Self-directed
- Collaborative
- Resilient and determined
- Confident and assured
- Caring and reflective
- Inquirers

Programme Structure

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

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

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



Career-related Study

The career-related study 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) Hong Kong.
2. Musical Theatre programme with the Hong Kong Academy of Performing Arts (HKAPA).
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 Federation University and World Academy of Sport
7. Aeronautic Engineering programme with Embry Riddle University
8. Musical Instrument with Australian Guild of Music Education

Please see more details in **Career-related Study Options at Renaissance College** on pages 7 to 14.

CP Core

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

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

The PPS course comprises of a minimum of 90 taught hours, with the students expected to complete projects and assignments beyond these taught sessions. The PPS course is internally assessed and graded using a 1-7 scale which is also used for DP subjects.

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

A minimum of 50 hours is expected to be devoted to Service Learning.

Language Development (LD) ensures that all students have access and are exposed to an additional language, which is a central tenet of an IB education. The language skills they develop increases their understanding of the wider world. Students are encouraged to begin or extend the study of a language other than their best language in order to suit their needs, background and context of their specialist study. (Language Development Guide, IBO 2015)

A minimum of 50 hours is expected to be devoted to language development. The students are internally assessed on the development of their language development portfolio.

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

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

Diploma Courses

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

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



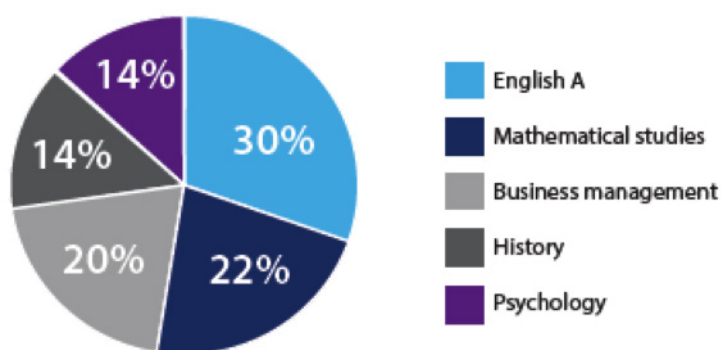
(Image from Guide to the International Baccalaureate Diploma Programme, IBO 2016)

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

Upon completion of the DP courses and the other aspects of the CP, our CP students will achieve a Renaissance College High School Diploma accredited by the Council for International Schools (CIS) in Europe and Western Association of Schools and Colleges (WASC) in the United States.

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: www.rchk.edu.hk/ibcp-information

Most popular Diploma Programme courses among CP students (2015)



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

Taught Content

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



Independent Learning

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



Career-related Study Options at Renaissance College

Currently Renaissance College has partnered with four institutes to provide Career-related Studies (CRS) for our students in Arts and Design, Musical Theatre, Hospitality and Culinary Art and Digital Skills programme 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 will also provide the students with a grade point average (GPA), which can provide credits towards SCAD's higher education courses, or higher education courses at other institutions where applicable.

1. Arts and Design Pathways in collaboration with SCAD Hong Kong

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 the state to the art facilities with lecturers who are leaders in their fields.

DRAW 100 – Drawing I: Form and Space

Students learn basic skills and techniques for drawing from direct observation using subjects such as still life, landscape and architecture. The depiction of form, light and spatial depth is emphasized along with accurate proportion and scale. Research tools such as thumbnail sketches, quick studies, sketchbooks and digital resources are used to develop ideas. Analysis of drawings, critiques and classroom discussions build vocabulary and enrich the students' understanding of drawing.

DRAW 101- Drawing II: Composition and Media

This course reinforces and further develops the skills of direct observation established in Drawing I: Form and Space. Research and experimentation are utilised to refine the handling of black-and-white media, expand skills to include the use of colour media, and develop drawings that integrate content, concept and composition. Prerequisite(s): DRAW 100.

DSGN100 – Design I: Elements and Organisation

Students develop an understanding of the organisational methods used in two-dimensional work. They utilize the elements and principles of design while working in black-and-white and colour media. Problem solving processes and research are integrated into the development, refinement and evaluation of images. The work of professionals in a variety of art and design fields is analysed to understand the application of two-dimensional design. The importance of presentation and craftsmanship is emphasized.

DSGN101- Colour: Theory and Application

This course continues the skills developed in Design I, and develops an understanding of colour properties and relationships through formal exercises, research and creative thinking. Students build a vocabulary for analysing and identifying colour and colour phenomena. Concepts of colour theorists and colour use in a variety of fields are examined to understand the application of colour theory. Prerequisite(s): DSGN 100.

DSGN102 – Design II: 3-D Form in space

Students work with a variety of media and complete sculptural and architectural projects to learn how to manipulate 3-D forms and space. Creative problem-solving skills, including research, idea generation, support drawings and maquettes, are used to develop concepts and design plans. The integration of presentation options and craftsmanship with the concept is emphasised. The analysis and critique of three-dimensional work develops vocabulary and critical thinking skills. Prerequisite(s): DSGN 100.

2. Performing Arts Pathway with Musical Theatre at the Hong Kong Academy for the Performing Arts (HKAPA)

Below are the details of the six musical theatre courses that our IBCP students take at HKAPA. This programme is a BTEC (Business and Technology Education Council) level 3 subsidiary diploma in Musical Theatre accredited by EXCEL (Extension and Continuing Education for Life). The programme takes place at the Hong Kong Academy for the Performing Arts studio at the Bethanie Chapel in Pokfulam on the west side of Hong Kong Island. HKAPA is the foremost institution for the providing performing arts related courses and degree programmes in Hong Kong. Each year they are involved in hosting a number of overseas productions that visit Hong Kong given their experience and technical expertise. HKAPA ranks 7th in the world in terms of teaching quality (QS University Rankings for Performing Arts).

Module 1 – Performing to an Audience

This unit focuses on the realisation of rehearsed performance work to a live audience. It is the culmination of training, skills development and rehearsal work applied in the relevant performance discipline. Students will focus on their individual strengths in a performance role within the context of a full-scale theatre performance.

Module 2 – Jazz Dance

This unit will allow students to develop a good understanding of the style and key features of jazz dance, and develop dance skills working in a jazz style with the emphasis on practical work and performance.

Module 3 – Singing Techniques and Performance

This unit encourages the development and maintenance of the voice through regular and sustained practice. Singing at sight is also introduced and developed through the realisation of elementary vocal lines. It is also fundamental in developing the voice in terms of intonation, production and improving confidence.

Module 4 – Musical Theatre Performance

This unit enables the students to take part in a performance of musical theatre. Students will rehearse a role (or roles) which require them to use acting, singing and dancing skills in a musical theatre performance.

Module 5 – Singing Skills for Actors and Dancers

This unit enables students whose primary performance discipline is acting or dance to develop their singing skills. Students will be introduced to a range of different styles of singing and will rehearse and sing a number of different songs. Students will share their work with their peers in workshop performances of solo and ensemble pieces, which will take place on a regular basis.

Module 6 – Principles of Acting

In this unit the students will study key principles of acting using a range of techniques. Students will explore these principles both theoretically and practically and use the skills and techniques to develop characterisation and rehearse material for performance. The unit will also enable students to evaluate their rehearsal and performance processes and to consider the relative success of the different acting styles in communicating with an audience.

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

- (a) major elements of the hospitality industry
- (b) basic principles and structure of the tourism industry
- (c) organisation and basic management structure of a hotel
- (d) functions of different departments
- (e) general guest safety and emergency rules
- (f) professional ethics
- (g) basic customer service skill

Module Two: Front Office Services

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

Module Three: Housekeeping Services

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

Module Four: Food & Beverage Services

- (a) basic concepts of the food and beverage services
- (b) basic hotel catering event services
- (c) Organisation structure in the catering sectors,
- (d) basic restaurant service flow, common dining
- (e) service utensils and equipment
- (f) basic service rules of food service staff

Module Five: Introduction to Culinary Operations and Safety

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

Module Six: Food Fundamentals

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

Module Seven: Food Preparations

- (a) acquire the essential skills in European food preparation, including stock, soup and sauce, appetisers, snacks, vegetable dishes as well as entrée preparation.
- (b) develop the skills in creative food garnish and plate decoration.
- (a) 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.
- (b) demonstrate critical thinking, team work as well as learning to learn 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 the Sustainability Management School in Switzerland and is a level 4 qualification. 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.

Year 1 Course 1: Introduction to Connect2Work (Taught unit)

This unit will allow students to obtain a basic understanding of the fundamental topics in digital technology. Content will cover introductions to topics of Programming, Design, Digital Marketing and Data.

Year 1 Course 2: Design in a circular economy (Taught unit)

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.

Year 1 Course 3: Programming as a tool to sustainable development (Taught unit)

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 build real world products.

Year 1 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. Students will present their solutions alongside with their reflection and ongoing development plans.

Year 1 Applied: 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 propose an improved version of the technology.

Year 2 Course 4: The power of data for a sustainable future (Taught unit)

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 to generate actionable insights.

Year 2 Course 5: Digital marketing for social change (Taught unit)

Students will learn the art of how business 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 mastering content strategy and advertising.

Year 2 Course 6: Capstone project (Taught unit)

In this unit, students will be guided to synthesize their learning from the previous units to showcase their creativity and knowledge. In their final project, 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.

Year 2 Applied *: Social Technology Entrepreneurship through Advocacy

Students will work with a real 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.

Year 2 Applied * : E-Commerce and Supply Chain

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

* Students select one of these options.

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 4th 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.

Taught Subjects:

Unit 1: Fundamentals of Sustainability

This subject 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 understanding, ethics, policy, culture, population as well as economic and social implications are explored. The topic covered in the course are centred around:

- Key dimensions of sustainability
- The biosphere, cycles and ecosystems
- Climate change
- Impact of daily personal and business decisions on environment
- Tools to quantify energy, climate and water impact
- Pollution, electronic waste and recycling
- Sustainable tourism, best practices in ecotourism and innovative travel destinations
- Environmental ethics
- Applied statistics for sustainability
- Corporate social responsibility

Unit 2: Technology and Sustainable Innovation

This subject provides an introduction to sustainable innovation with deep concern about the resources, water, energy, human conditions, as well as the economic challenges. The subject integrates real cases in material/product innovation and introduces the Cradle-to-Cradle principles and eco design. The individual, company and societal perspectives are explored. Energy, climate and water are covered in more detail. The topics covered in the course include:

- Circular economy
- Performance economy
- Life-cycle analysis
- Cradle-to-Cradle in Sustainable Development
- Product design and innovation
- Material health and material reutilization
- Sustainable Innovation of Energy
- Sustainable Innovation of Materials
- Supply to value chain management
- Sustainable innovation in various industries

Unit 3: Psychology of Leadership

The purpose of this subject is to introduce the concepts, styles and practices of leadership aimed at leading, influencing and motivating team members in the workplace. It will explore how leadership can directly and indirectly influence human behaviour and organisational efficiency in uncertain environments. Students will be encouraged to develop and improve a range of leadership competencies and methodologies through reviewing and analysing the foremost leadership theories and apply them in real-world situations. The topic will include the following:

- Leadership & Behaviour Traits
- Key elements of leadership
- Contemporary issues in leadership
- Power, authority and conformity
- Group dynamics and high-performance teams
- Contingency Theories
- Effective Leadership Styles
- Cross-cultural competencies
- Change management

Applied Component:

Unit 4: Natural Resources Management – project with international organisations

The Natural Resources Management will offer the opportunity to explore fundamental values for the preservation of biological diversity. It will give an opportunity to discuss nature conservation theory and related problems both orally or through their e-learning platform. The course will also include guided visits to local protected areas, such as Ramar sites or other important sites around the world. Students will learn the physical and human drivers of environmental change, like biodiversity loss, freshwater depletion and climate change and they will develop critical thinking and creativity through learning effective communication of conservation issues.

Unit 5: Sustainability Leadership Camp

The sustainability leadership 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. Confidence, self-esteem and intercultural skills will be built through role playing activities and team building games. At the end of the camp students will make a presentation on their leadership experience and will elaborate a poster to provide a synthesis of the chosen leadership theories and practices.

6. International Sports Management Pathway in collaboration with World Academy of Sport and Federation University

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

Course 1: Introduction to International Sports Management

This course provides a comprehensive introduction to the principals 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.

Aeronautics Pathway

- Aerospace Fundamentals
- Introduction to Space Flight
- Private Pilot Operations
- Airmen Knowledge/Part 107 Test Prep
- Introduction to Aeronautical Science
- Introduction to Flight Physiology
- Introduction to Aerospace Safety

Aviation Maintenance Pathway

- General Aeronautics and Applications
- Aircraft Electrical Systems Theory
- Airframe Structures and Applications
- Airframe Systems and Applications
- Reciprocating Engine Theory and Applications
- Turbine Engine Theory and Applications

8. Musical Instrument Pathway in collaboration with Australian Guild of Music Education

This programme allows students to study one unit from each of the four musical disciplines: Musicianship, Performance, Music Technology and Music History. The foundation diploma is the direct equivalent of Study Period 1 of the Bachelor of Music degree that is accredited by Tertiary Education Quality and Standards Agency (TEQSA) and internationally recognised. Australian Guild of Music is the only accredited fully online performance-based degree.

Musicianship (15 credit points):

- Theory
- Aural
- Harmony
- Composition

Performance (15 credit points):

- Instrumental and Theoretical Performance Study

Modern Music Creation (10 credit points):

- Music Technology and Composition

Music as Culture (10 credit points):

- Music History
- Collaborative Music Studies



Further Education

University/College

The IBCP allows students to access universities, colleges, careers and a number of other avenues for further learning. Our previous cohorts of IBCP graduates from 2016 to 2021 have been successfully accepted by the following universities:

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

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

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

Career Pathways

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

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

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

- Actor/performer
- Drama therapist
- Music therapist
- Theatre director
- Arts administrator
- Broadcast presenter
- Theatre stage manager
- PA technician
- Casting director
- Production
- Script writer
- Set designer
- Theatre critic
- Artistic director
- Singer
- Choreographer
- Conductor
- Concert promotion
- Music distribution
- Set designers
- Lighting and sound designers
- Agents and talent scout
- Teacher/ Lecturer
- Stand-up comedian

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

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

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

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

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

Music careers range from composing, performing to teaching. Job options include music producer, music therapist, musician, music teacher, sound designer, sound engineer, sound technician and special effects technician. Other careers that relate to music include arts administrator, broadcast engineer, choreographer, event manager, private tutor, radio broadcaster, radio producer, talent agent and theatre stage manager, to name a few.

Guidance and Support

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

IBCP PERSONNEL

Vice Principal (Ssecondary) – Jess Davey-Peel

CP Coordinator – Wilma Shen

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