



UNIVERSITY OF  
**BATH**

# The IB Diploma as preparation for HE study

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## IB links with University of Bath

*from earliest days of IB :*

Prof Jeff Thompson (Oxford & Bath)

links with

IB Exams & Curriculum Office at Bath : 1984 – 1989

IB Research Unit at Bath : 2000 – 2006

*Jeff Thompson Research Award*

Bath academics have worked for and with IB (as examiners,  
leading consultancies etc) over many years

## IB links with University of Bath *include*

### 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** *include*



**Part-time MA Education** studied by some 800 teachers/leaders in schools worldwide (many in IB World schools and focusing on IB-related issues in their coursework and dissertations)

**IB Educator Certificates** offered in conjunction with part-time MA Education for those with IB teaching experience

**Part-time EdD (Doctor of Education)** studied by around 200 teachers/leaders worldwide (many in IB World schools and focusing on IB-related issues in assignments and theses)

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

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

## **IB Diploma alumni as undergraduates at the University of Bath**



Intake to Year 1 (Sept 2014): 199

Intake to Year 1 (Sept 2015): 244

Intake to Year 1 (Sept 2016): 318

Intake to Year 1 (Sept 2017): 299

**Over 1000 IB Diploma alumni currently  
studying at the University of Bath**

6% of each year's intake are IBDP alumni:  
> 20% of international student intake

**The University of Bath  
and IB Diploma alumni**



**The University of Bath is very positive about the IB Diploma because:**

- 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

# The IB and the University of Bath



**The University of Bath is very positive about the IB Diploma because:**

- 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)



# The IB and the University of Bath



**The University of Bath is very positive about the IB Diploma because IB students:**

- are well prepared for placements (increasingly popular at Bath : approx. 60% undertake 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 Bath subjects

## In our experience, IB Diploma students .....

**have a wide range of knowledge/skills:**

*flexible and adaptable in new modes of learning*

**can 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*

## In our experience, IB Diploma students benefit from IB's .....

- **Depth and Rigour**

*(Higher level and Standard level combination)*

- **Breadth**

*(broad curriculum develops wide knowledge and range of skills)*

## In our experience, IB Diploma students benefit from IB's .....

- **Coherence of the IBDP 'package':**  
*skills in critical thinking ; communication;  
self-management ; motivation*
- **Internationalism**  
*global outlook*
- *... and being able to draw on all this in writing  
their **Personal Statement** – plenty to write about  
(academic and other dimensions)!*

# IBDP Elements of the Core

We like:

***TOK:** trains students to think critically*

***Extended Essay:** substantial piece of work, prepares well for university-level independent study, often with a global (not only national) perspective – consistent with Bath's international focus (across departments); prepares well for placement / project (increasing uptake by undergraduates)*

## IBDP Elements of the Core continued ...

We like:

**CAS**: *contributes to the 'rounded person'; encourages development of resilience; soft skills valued by employers; encourages students to work in teams, with people they may not know – good preparation for university (inc. groupwork, shared accommodation etc)*

# Typical IB Students!



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**Thank you!**

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