



Complexe Scolaire
International ESPÉRANCE



CSIE Educational Pathway Prospectus

We prepare students for life, helping infuse in them the 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 view of the world.

CSIE
Pathway 

Diligence • Innovation • Adaptability

CSIE Educational Pathway



CAIE & IBCP

Complexe Scolaire International ESPERANCE

Mini - Prix Bastos, Yaoundé





CONTENTS

CSIE Mission, Vision, & Core values	1
CSIE Educational Pathway	2
The Cambridge Overview.....	3 – 12
The IBCP Overview.....	13 - 14
Reflective Project.....	15
Language Development.....	16 - 17
Service Learning.....	18 - 19
Personal Professional Skills.....	20
BTEC Overview.....	21 - 22
Applications to Universities.....	23
IBCP Work Placement.....	24
Testimonials.....	25

Who we are

Our Mission

The modern world places complex demands on graduates entering further/higher education and employment. So, Complexe Scolaire International ESPERANCE aims to provide a choice of different opportunities to students aged 16 to 19.

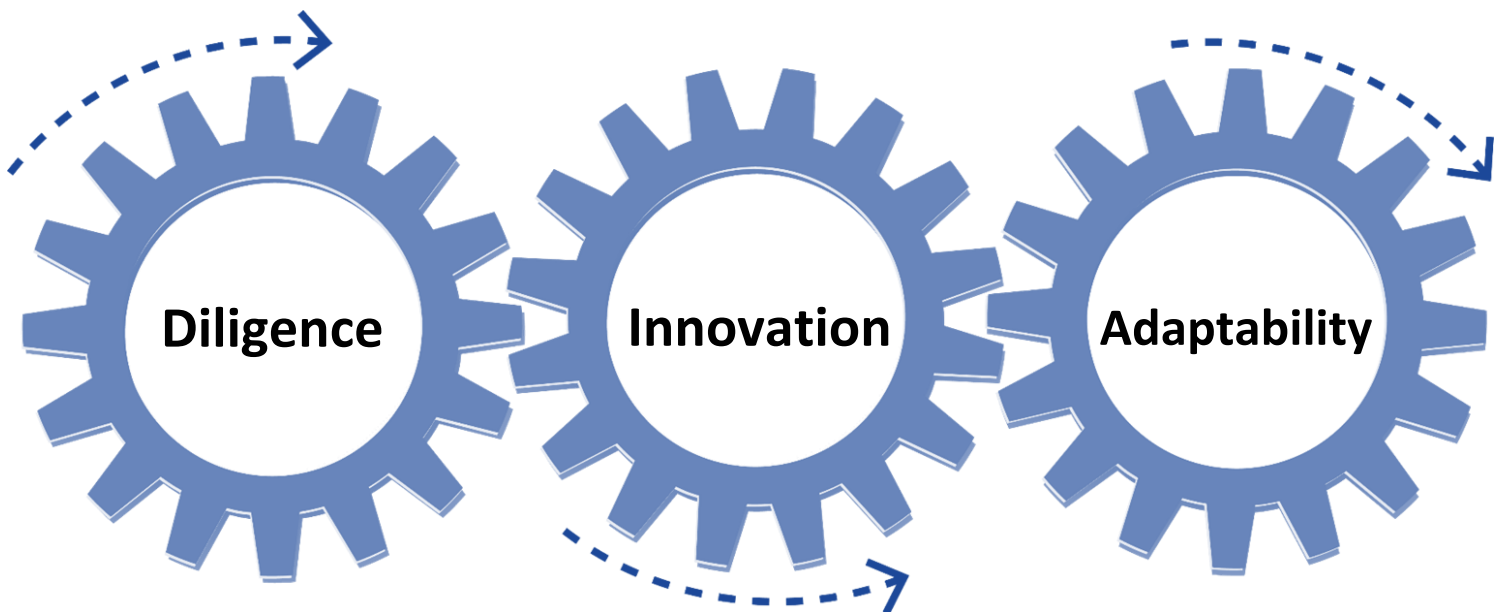
Our Vision

To prepare students to succeed in a rapidly changing world, we do not only equip learners with the necessary skills and the learning dispositions, but also the ability to manage, create solutions by enabling them become self-confident, skilled and career-ready learners.

For this to come to pass, the institution works with international and local bodies to help infuse in them the 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 view of the world.

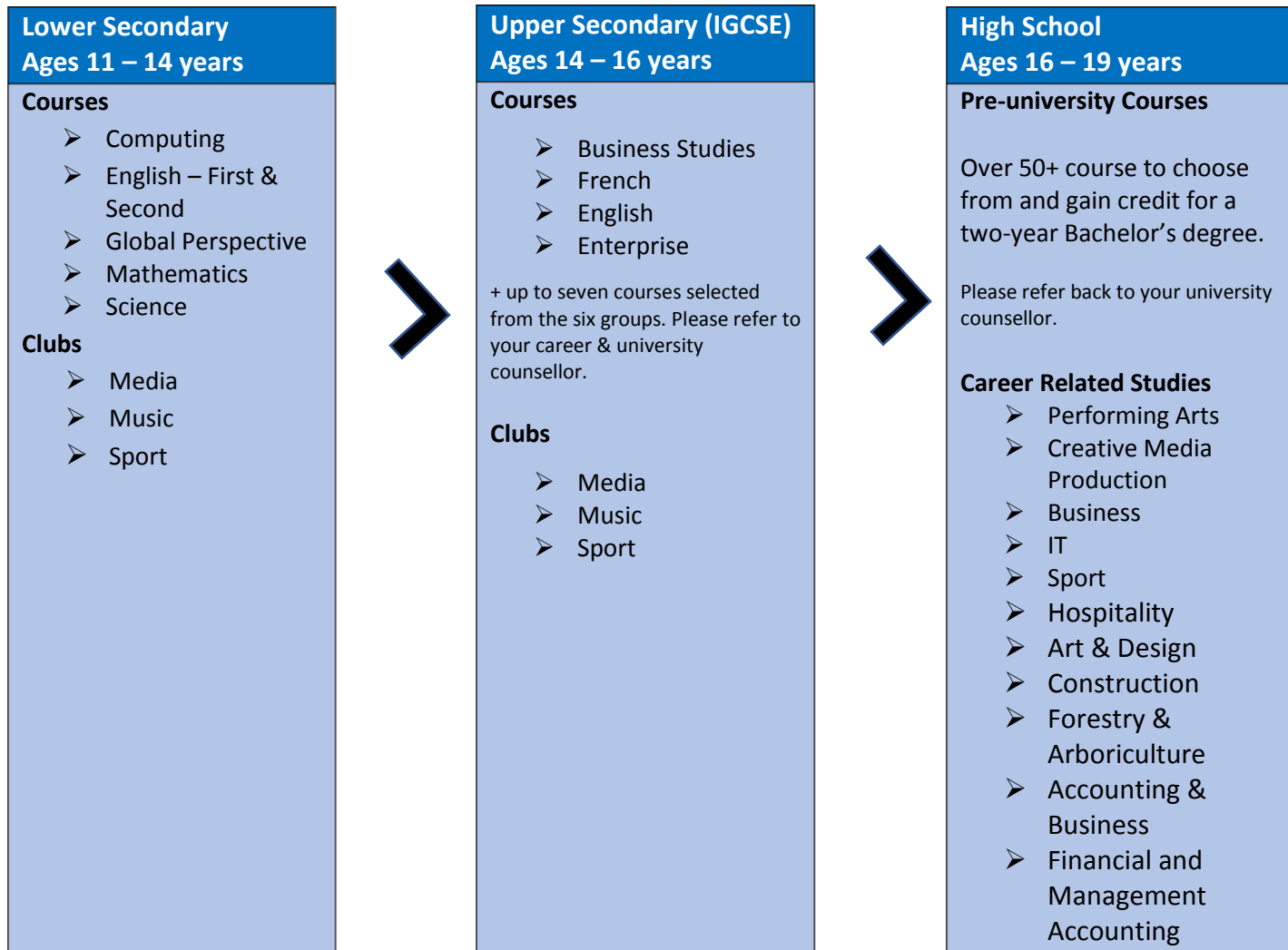
Our Core Values

Our core values can be summarized to one word “**Empowerment.**”



CSIE Educational Pathway

Our multidimensional pathway helps students develop the competencies needed in this fast-changing world. Also, we encourage students to take courses that enables them gain **work experience** as well as **academic experience** in order to be well prepared for the **workplace**.



Cambridge Overview

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and learning passion for learning.

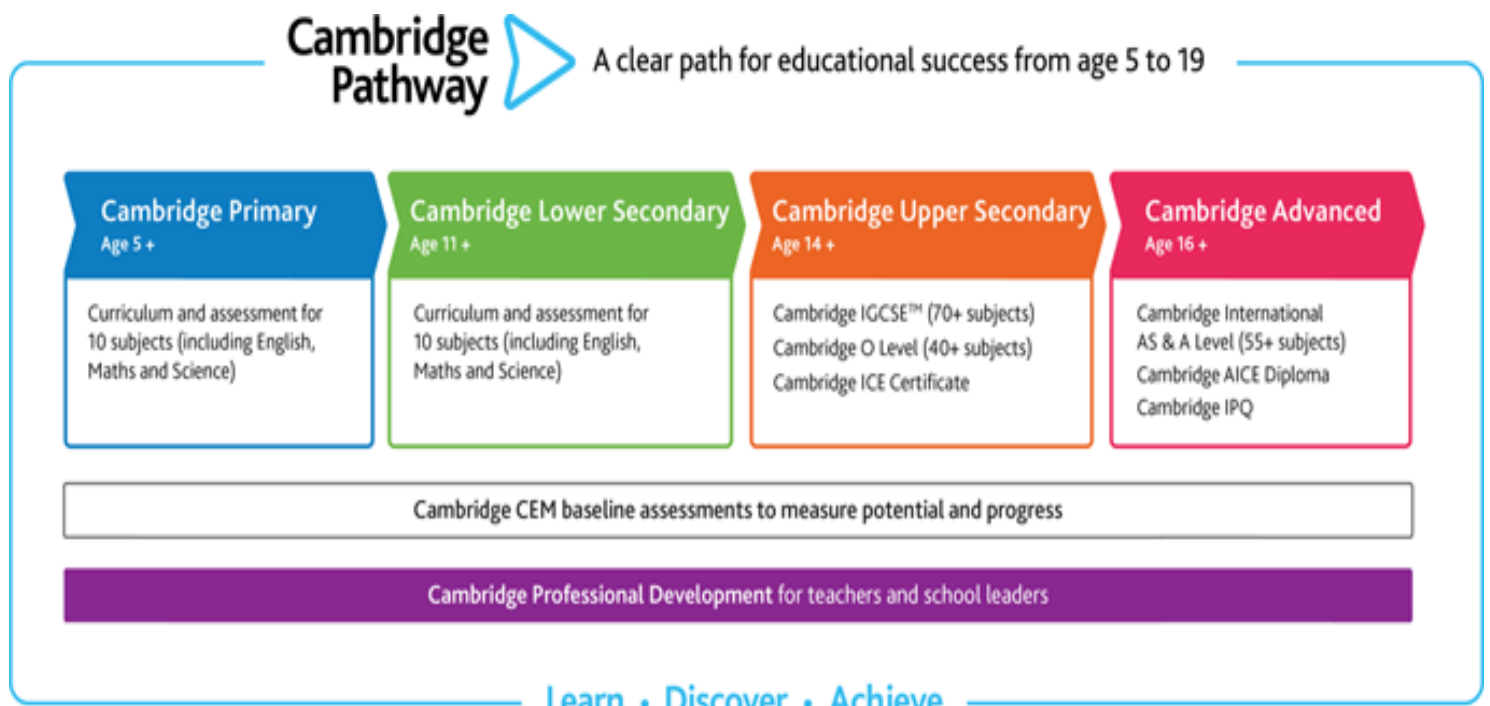
Cambridge International provides students with an outstanding education. It promotes critical thinking, creativity and a global view.



The Cambridge Pathway

The Cambridge Pathway helps students develop the knowledge, understanding and skills they need to achieve success at school, university and beyond. Its wide range of subjects and flexibility gives us, “**Complexe Scolaire International ESPERANCE**” the chance to shape the curriculum so that it is exciting and relevant for our students.

The four stages of the Cambridge Pathway lead seamlessly from primary to secondary and pre-university years. Each stage builds on learners’ development from the previous one, but can also be offered separately.



At CSIE, we offer the Cambridge lower secondary to the Advanced that prepares students for local and foreign universities. With our structured curriculum and extensive counselling, we help students make the right and best choices when it comes to career and university pathway.

The Cambridge Learner Profile

What is learning how to learn? Cambridge learner and teacher attributes

Cambridge learners	Cambridge teachers
Confident in working with information and ideas – their own and those of others.	Confident in teaching their subject and engaging each student in learning.
Responsible for themselves, responsive to and respectful of others.	Responsible for themselves, responsive to and respectful of others.
Reflective as learners, developing their ability to learn.	Reflective as learners themselves, developing their practice.
Innovative and equipped for new and future challenges.	Innovative and equipped for new and future challenges.
Engaged intellectually and socially, ready to make a difference.	Engaged intellectually, professionally and socially, ready to make a difference.



Cambridge Lower Secondary

Cambridge Lower Secondary is typically for learners aged 11 to 14 years. It builds on the foundations of Cambridge Primary, although it is not essential to have completed that stage before beginning Cambridge Lower Secondary.

Through the Lower Secondary Curriculum, learners are provided with a broad and balanced education for life, helping them to thrive throughout their schooling, work and life. With ten subjects to choose from, including English, mathematics and science, they'll find plenty of opportunities to develop their creativity, expression and wellbeing in a variety of ways (i.e., groups: journalism, Film, media, Art & Design etc.).

Curriculum

Cambridge Lower Secondary Art and Design	Cambridge Lower Secondary Computing	Cambridge Lower Secondary Digital Literacy
<p>Art & Design gives learners a platform to express themselves, sparking imagination, creativity and developing transferable skills. Students explore and push boundaries to become reflective, critical and decisive thinkers. They learn how to articulate personal responses to their experiences.</p>	<p>Our new computing curriculum helps learners understand how computers work. This stimulating course gives students the opportunity to look inside a computer to understand the purpose of different components. They will develop coding skills in text-based programming languages, such as Python, and learn that computers can only perform actions that humans ask them to do.</p>	<p>Digital literacy is an essential skill for learners of all ages, including lower secondary students. The digital world allows us to connect, collaborate, innovate and discover new information on an ever-broadening scale, and learners must be able to effectively use technology from the very beginning of their educational journey.</p>



Cambridge Lower Secondary English

This curriculum is for learners who have English as a first language, and can be used in any cultural context. For learners who speak a language other than English at home, see our Cambridge Lower Secondary English as a Second Language curriculum.

Cambridge Lower Secondary English as a Second Language

Our new English as a Second Language curriculum empowers even the youngest learners to communicate confidently and effectively. It helps them to develop the skills needed to respond to a range of information, media and texts. The programme promotes active learning, develops thinking skills and encourages intellectual engagement.

Cambridge Lower Secondary Global Perspectives

The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication. It strengthens the links across English as a first or second language, mathematics, science and ICT Starters.

Cambridge ICT Starters

Cambridge ICT Starters is a series of modules which assess candidates on their ability to use a range of computer software to communicate, handle information, model and program solutions. It is suitable for candidates of any age and is typically used for learners aged 5 to 14 years.

Cambridge Lower Secondary Mathematics

Maths helps us to think analytically and have better reasoning abilities. Our lower secondary mathematics curriculum encourages life-long enthusiasm for analytical and rational thinking.

Cambridge Lower Secondary Music

Learners explore music as performers, composers and informed listeners. They make, understand and appreciate music from different cultures, times and places, helping them to develop leadership and collaboration skills as well as self-confidence.

Cambridge Lower Secondary Physical Education

Physical education is a vital part of a balanced school curriculum. Regular exercise improves physical and mental health and there is growing evidence that it improves academic performance across the curriculum. Establishing good patterns of exercise in lower secondary school provides learners with the foundation of an active and healthy lifestyle.

Cambridge Lower Secondary Science

Students will think scientifically and develop practical skills alongside knowledge and understanding, which is vital for explaining the world around us. Improving learners' awareness of science in the world around them develops their sense that 'science is for me', helping to connect themselves to the subject.



Cambridge Upper Secondary “IGCSE

The Cambridge IGCSE curriculum offers a variety of routes for learners with a wide range of abilities, including those whose first language is not English.

For learners, Cambridge IGCSE helps improve performance by developing skills in creative thinking, enquiry and problem solving. It is the perfect springboard to advanced study. There are over 70 subjects available at Cambridge IGCSE, including 30 languages, and schools can offer them in any combination.

To take into account differing abilities and readiness, there is a choice between **Core and Extended** curriculum papers in some subjects.

The **Core curriculum** is within the ability range of a large majority of students. It provides a full overview of the subject and is targeted at students expected to achieve grades C to G.

The **Extended curriculum** has been designed for the more academically able. It is targeted at those expected to achieve grades A* to E.

Curriculum

English Language and Literature	Mathematics	Science
Cambridge IGCSE English syllabuses are available for learners whose first language is English and for those with English skills, but who are not native speakers. The syllabuses develop the ability to communicate clearly, accurately and effectively in both speech and writing, for study and employment.	As essential subject for all learners, Cambridge IGCSE mathematics syllabuses encourage the development of mathematical knowledge as a key life skill, and as basis for more advanced study.	Students learn how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.
English – First Language English – Second Language English – Literature	Mathematics Mathematics – Additional	Biology Chemistry Physics Science - Combined

Languages

We offer a wide range of language syllabuses, include first, second and foreign Language options. Learners are encouraged and CSIE to enjoy and appreciate the variety of language, and to understand and respond appropriately to what they read and hear.

First Language

English
French

Second Languages

French
English

Foreign Languages

German
Spanish
Chinese

Humanities and social sciences

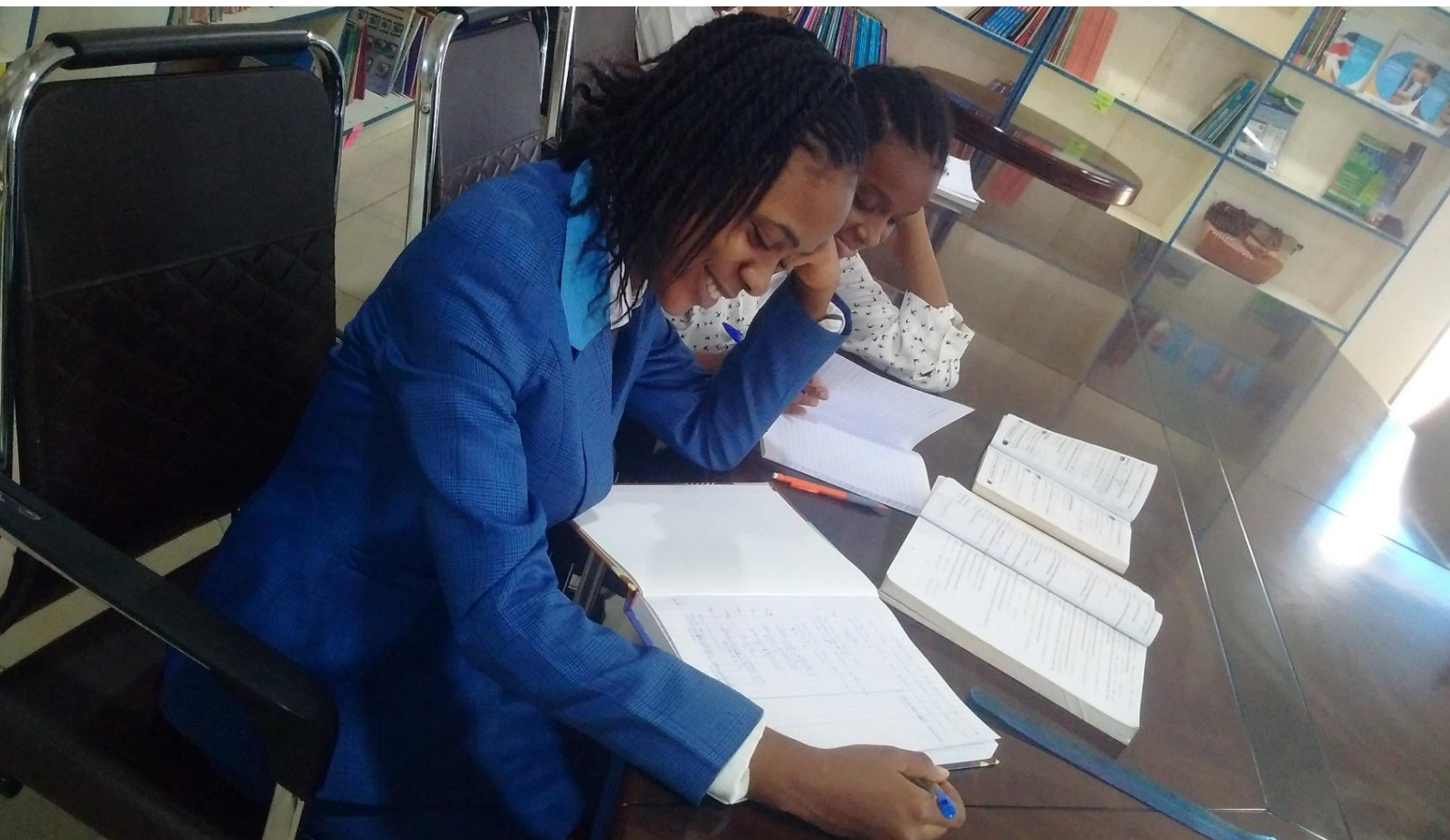
The study of Cambridge IGCSE humanities and social sciences subjects enables learners to gain a deeper insight into the different communities and cultures that exist around the world.

Economics
Geography
Global Perspectives
History
Religious Studies
Sociology

Creative and Professional

These Cambridge IGCSE subjects introduce learners to the theory and concepts that underpin the subjects as well as providing a good opportunity to engage with the subject practically. The syllabuses provide both a solid foundation for further study at Cambridge International A Level and Career related studies (IBCP).

Accounting
Art & Design
Business Studies
Computer Science
Enterprise
Music
Physical Education
Travel & Tourism



Cambridge Advanced (AS & A Level)

It offers a choice of 55 subjects and schools can offer them in almost any combination. This flexibility means schools can build an individualised curriculum, and learners can choose to specialise in a particular subject area or study a range of subjects.

Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year. Some subjects can be started as a Cambridge International AS Level and extended to a Cambridge International A Level.

Curriculum

Languages	Humanities and social sciences	Creative and Professional
We offer a wide range of language syllabuses, include first, second and foreign Language options. Learners are encouraged and CSIE to enjoy and appreciate the variety of language, and to understand and respond appropriately to what they read and hear.	The study of Cambridge IGCSE humanities and social sciences subjects enables learners to gain a deeper insight into the different communities and cultures that exist around the world.	Creative and Professional subjects prepare learners for the world of work, and provide a foundation for university by building The syllabuses provide both a solid foundation for further study at Cambridge International A Level and Career related studies (IBCP).
First Language English French Second Languages French English Foreign Languages German Spanish Chinese	Economics Geography Global Perspectives History Religious Studies Sociology	Accounting Art & Design Business Studies Computer Science Enterprise Music Physical Education Travel & Tourism

English Language and Literature

Cambridge IGCSE English syllabuses are available for learners whose first language is English and for those with English skills, but who are not native speakers. The syllabuses develop the ability to communicate clearly, accurately and effectively in both speech and writing, for study and employment.

English – First Language
English – Second Language
English – Literature

Mathematics

As essential subject for all learners, Cambridge IGCSE mathematics syllabuses encourage the development of mathematical knowledge as a key life skill, and as basis for more advanced study.

Mathematics
Mathematics – Additional

Science

Students learn how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.

Biology
Chemistry
Physics
Science - Combined



The IBCP Overview

Welcome to the International Baccalaureate Career-related Program (IBCP) in collaboration with Business and Technology Educational Council (BTEC)!

On behalf of the staff of Complexe Scolaire International ESPERANCE, I would like to take this opportunity to welcome you to the next stage of your secondary education career, the IBCP. To begin this program, you will have successfully completed the IGCSE or equivalent program and will now be ready to move on to your pre-university course and Career qualification.

In this booklet you will find material to introduce you to both, the requirements of the IBCP as well as the BTEC International Level 3 Extended/Diploma in Business course offered by CSIE, for Grades 11 and 12/Year 12 and 13/Lower sixth and Upper sixth. For more information, please visit the IBO website at <http://www.ibo.org>, [Pearson International BTEC Level 3 in Business | Pearson qualifications](#) & <http://www.cs-internationalesperance.org>

We wish you all the best as you prepare to enter these exciting programs!



**The IB Career-related
Programme:
A flexible framework for a
personalized education**

The IB Learner Profile

The International Baccalaureate (IB) Learner Profile is the IB mission statement translated into a set of learning outcomes. The aim of all IB programs is “to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world” (IB, 2006). Through the Diploma Program, Raffles World Academy aims to develop the attitudes (learning outcomes) as described in the IB learner Profile. IB learners strive to be:

IB LEARNER PROFILE

Attributes	Description
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned and ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspective of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open – minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and the world around us.
Risk – Takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives— intellectual, physical and emotional— to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IBCP Overview

The IBCP framework allows students to specialize in, and focus on, a career-related pathway. The program's three-part framework comprises the study of a minimum of two Diploma Program courses alongside career-related studies and the distinctive IBCP core which is designed to create a bridge that connects each student's chosen Diploma Program courses and career-related studies.

Diploma programme courses

Students complete at least two Diploma Programme courses, either at standard or higher level, in any of the following subject groups:

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

The courses chosen should be relevant to the students' career-related studies.



For IBCP students, both the Diploma Program courses, and career related study provide the theoretical underpinning and academic rigor; and the its core elements help the students to develop skills and competencies required for lifelong learning and the workforce.

The Core Courses

- Reflective Project (RP),
- Language Development (LD),
- Service Learning and
- Personal and Professional Skills (PPS).





Reflective Project

The reflective project is one of the four compulsory components of the IB Career-related Program (CP) core. The reflective project is an in-depth body of work produced over an extended period of time and submitted year 2 of the Career-related Program. It is the product of the students' own initiative and should reflect their personal experience of the CP. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches. The reflective project is assessed using grades A to E, with A representing the highest level of achievement. A minimum of 50 hours is expected to be devoted to the

reflective project. In addition to a written essay (see Options), students keep a record of their reflections on the process of undertaking and completing the reflective project using the Reflections on planning and progress form (RPPF). This record forms part of the final reflective project assessment.

- The Reflective Project is a structured piece of work that can take a variety of forms including an academic paper, a video documentary, a short film or a website to name but a few options.
- A student will be able to identify, analyse, explore, critically discuss and evaluate the ethical dilemma of an issue arising from their career-related study and linked to some contemporary event or situation.



Language Development

Language Development provides the students with the necessary skills and intercultural understanding to enable them to communicate using the chosen language in a variety of contexts. A language portfolio is required to demonstrate students' engagement with the language.

Language development is one of the four compulsory components of the IB Career-related Program (CP) core. Language development ensures that all students have access to and are exposed to a language program that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education. Language development encourages students to improve their proficiency in a language other than their best language. Language Development provides the students with the necessary skills and intercultural understanding to enable them to communicate using the chosen language in a variety of contexts. A language portfolio is required to

demonstrate students' engagement with the language. The IB acknowledges the crucial role of language in an IB education and, as such, is committed to providing language development for all CP students.

The aims of language development are to:

- Enable students to understand and use the language they have studied in context.
- Encourage an awareness and appreciation of the different perspectives of people from other cultures.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

These aims are applicable to all students, regardless of the level of linguistic proficiency they have when they begin the CP. Language development is designed to accommodate all students and ensure they are exposed to language other than their best language that will

assist and further their understanding of the wider world.



Students will also develop key soft skills that are essential for their future studies and employment, these include and are not limited to self-management, team work, communication, leadership skills and problem solving.



Service Learning

Through Service Learning, students will develop working relationships with the community.

They will explore the Principles of Service Learning:

- Knowledge development
- Social development
- Civic development
- Personal development

Service learning is a component of the Career-related Programme core. Service learning provides opportunities for students to understand their capacity to make a meaningful contribution to their community and society. Through service learning, students develop and apply academic knowledge, personal skills and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their

actions. The purpose is for students to contribute to society by improving the lives of people or assisting the environment or animals.

The aims of service learning are for students to:

- Develop and apply knowledge and skills towards meeting an authentic community need
- Develop as leaders who take initiative, solve problems and work collaboratively with others
- Enjoy the experiences of both learning and service
- Develop a sense of caring about, and a responsibility for, others
- Gain a deeper understanding of themselves, their community and society through meaningful reflection

- Enhance and strengthen their experience with the existing school curriculum.



Combining sport and study can improve your performance on the field as well as off it.

Personal Professional Skills

The IB Career-related Programme: A flexible framework for a personalized education

The course aims to develop transferable skills with an emphasis on the nature of thinking critically and ethically and being able to communicate effectively.

The Key Skills covered range from personal development, intercultural understanding, thinking and communication.

The course also explores global contexts through the following broad themes:

- Technologies
- Environments
- Workplaces
- Communities

The personal and professional skills course (PPS) is a compulsory component of the Career-related Programme (CP) core. Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations. Personal Professional Skills is a professional ethical thinking course which explores the ethical context of the career-related study and its implications in the real-world. The course aims to develop transferable skills with an emphasis on the nature of thinking critically and ethically and being able to communicate effectively. The

Key Skills covered range from personal development, intercultural understanding, thinking and communication.

Other qualities the course develops include:

- Responsibility
- Perseverance
- Resilience
- Self-esteem
- Academic honesty

The overall aims of personal and professional skills are for the students to:

- Develop as reflective and lifelong learners who can adapt to diverse situations
- Recognize personal strengths and identify ways to overcome challenges
- Be aware of and respond effectively to ethical dilemmas
- Value diversity of cultures and perspectives
- Demonstrate the ten attributes of the IB learner profile.

BTEC Overview

With a track record built over ~40 years of learner success, the BTEC International Level 3 qualifications are recognised nationally and internationally by governments, industry and higher education.

BTEC International Level 3 qualifications allow learners to progress directly to university to an undergraduate degree program. Over 100,000 BTEC learners apply to university every year. Their Level 3 BTECs, either on their own or in combination with the IBCP, are accepted by UK and international universities, and higher-education institutes for entry to relevant degree programs.

BTECs are high-quality, career-focused qualifications grounded in the real world of work. This means BTEC learners develop and apply the knowledge, skills and behaviours that employers and universities are looking for.

Pearson's BTEC courses can be used as the career-related study component portion of the CP as long as these three requirements are met:

1. Students must take at least two IB academic courses
2. Students must complete the CP core
3. Students must complete the approved Level 3 Diploma (BTEC) from Pearson

Available in: The CP/ BTEC Career Package collaboration is available to schools all around the globe. Assessment Delivery may vary depending upon the school's location/country.

Career pathway: Performing Arts/ Creative Media Production/ Business/ IT/ Sport/ Hospitality/ Art & Design/ Construction and/or Forestry & Arboriculture

Duration: Within the two-year timeline of the CP (last two years of secondary school).

Accepted career pathways currently used by CSIE but not limited in option to:

CP/BTEC Level 3 Performing Arts

CP/BTEC Level 3 Art & Design

CP/BTEC Level 3 Creative Media Production

CP/BTEC Level 3 Travel & Tourism

CP/BTEC Level 3 Business

CP/ACCA RQF level 4 Accounting and Business

CP/BTEC Level 3 IT

CP/ACCA RQF level 3 Financial and Management Accounting

CP/BTEC Level 3 Sport

CP/BTEC Level 3 Business

In today's world of international business, success is driven by people with the skills to balance satisfying their customers with providing great products and services.

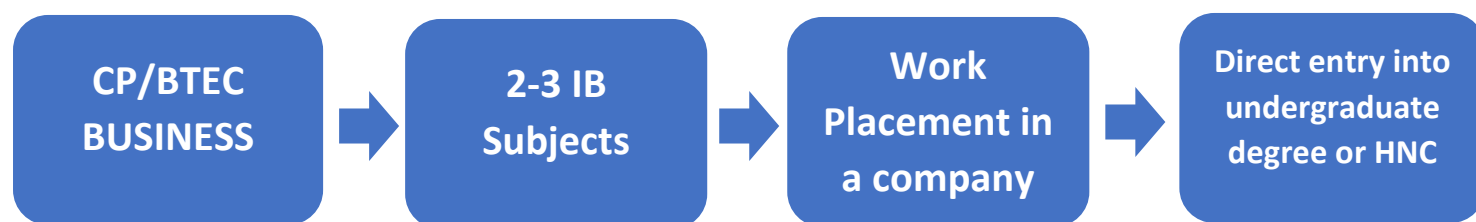
The Diploma is for learners who are interested in developing business-sector knowledge and skills alongside other fields of study.

BTEC Business Units

- Exploring Business

- Research and Plan a Marketing Campaign
- Business Finance
- Managing an Event
- Business Decision Making
- Work Experience in Business
- Digital Marketing
- Career Planning
- Pitching for a New Business

IBCP Business Pathway



BTEC Travel and Tourism

The travel and tourism industry is one of the world's largest economic sectors, generating over 10% of the world's GDP and supporting over 300 million jobs.

The Diploma is for learners who are interested in developing travel and tourism industry knowledge and skills alongside other fields of study.

BTEC Travel and Tourism Units

- The Travel and Tourism Industry

- Worldwide Travel and Tourism Destination
- Marketing Travel and Tourism to Domestic and International Customers
- Customer Service in Travel and Tourism
- Travel and Tourism Enterprises
- Sustainable Tourism
- Work Experience in Travel and Tourism
- Recruitment and Selection in Travel and Tourism
- My Country as a Tourist Destination

Applications to Universities

Choosing a university programme is a very important decision. You will need to think about the type of university you are most interested in, the location of the university, the choice of activities on offer, and the costs.

Destination UK

There are many reasons to apply to study at undergraduate level in the UK. The quality of UK education is internationally recognised by employers, universities and governments, making it a popular choice for many international students. The UK is also renowned for the excellence of its research and teaching. There are over 160 universities and colleges in the UK with degree-awarding powers, many of which rank among the best in the world.

How to apply: Almost all applications to UK universities for full-time undergraduate courses are made through UCAS. Find out how to apply in UCAS website's 'Getting started' section at:

www.ucas.com/ucas/undergraduate/ucasundergraduate-getting-started

Destination USA

Every year, students with Cambridge qualifications from around the world are successfully admitted to top universities across the USA. Many universities also offer advanced credit to students holding Cambridge International A Levels, which means that Cambridge students are already ahead in their undergraduate programme before they even begin their college enrolment.

How to apply: All universities will require you to complete an application form. Many universities, but not all, use the Common Application form (www.commonapp.org) which allows you to apply to multiple institutions using one form. This must be submitted online.

Destination Canada

There are many reasons to consider studying at undergraduate level in Canada. Canada is home to some of the world's leading universities and welcomes applications from students around the world.

How to apply: In Canada, the application process varies by institution and by province. If you are applying to a university in British Columbia or Ontario, you can use the common electronic application portal (www.ouac.on.ca) for the province. In all other provinces, applications are made through individual university admissions offices. Check with your preferred institution for details.

Destination France

Non-European students not covered by the "Studies in France" procedure must apply for admission in advance to enroll in the 1st year of a bachelor's degree course. For other levels, they must contact the establishment concerned.

How to apply: You can find a good number of universities-based course and region via <https://catalogueim.campusfrance.org/licence/#/catalog>

You can also choose to progress onto a BTEC Higher National Certificate (HNC). This is equivalent to the first year of university. It's also the same as doing a Higher National Diploma (HND), which is equivalent to the first and second years of university, before progressing to the final year of a full degree.

IBCP Work Placement

IBCP students have the fantastic opportunity to develop their professional skills and gain valuable experience in an environment that directly links to their career aspirations. Students have the unique opportunity to work with small, medium and large enterprises in which a tailored work placement program is offered to students offering the career related studies. Students will develop professional skills and essentials such as CV writing, job applications, interviews and communication, however what makes this program distinct is the hands-on project work that has a direct link to their aspirations. Work placement is extremely valuable and beneficial to students as it allows them to explore their desired pathway to gain insights about the type of organization and sectors, they aspire to work in. It also allows students to stand out to prospective employers and universities.



Get Your
FUTURE
Started

TESTIMONIALS



Connor Thomas
BTEC Student of the Year 2014

Equipped with a triple Distinction for his BTEC in Interactive Media, Connor is now working as a professional 3D Artist whilst he completes his BA Honours in Motion Graphics and Visual Effects at The University of South Wales.

“
BTEC helped me to develop my practical skills, build confidence and prepared me for interviews and university.

”



“
After my BTEC, I went and did a degree that I absolutely loved and I feel like BTEC had given me all the tools. It was almost like a bridge between school and university.

Sharmadean Reid MBE
Entrepreneur and
Founder of WAH Nails
BTEC Art and Design



“
BTEC students coming in with vocational skills can really add something extra to University. We've seen a real rise in the number of students applying with BTEC qualifications and we're really pleased to see that they are going on to be really successful.

”

Ian Blenkarn
Director of Education and
Student Experience

UNIVERSITY OF
EXETER

