



**UDGAM SCHOOL
FOR CHILDREN**

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ADMISSION POLICY

International Baccalaureate Career-related Programme (IBCP)

1. Philosophy and Purpose of Admission

The admission process at Udgam School for Children is designed to reflect the ethos of the International Baccalaureate, with an emphasis on access, fairness, and thoughtful student placement. We aim to ensure that students admitted to the IBCP are able to engage meaningfully with both the Diploma Programme (DP) courses and the career-related study (CRS), along with the core components.

2. Programme Overview

During the admission process, applicants and their families are guided through the structure of the IBCP to support informed and intentional decision-making. This includes an understanding of:

- A minimum of two DP courses
- A career-related study (CRS)
- The core components: Personal and Professional Skills (PPS), Reflective Project, Service Learning, and Language Development

This information is shared during the admission process to support informed decision-making regarding subject and pathway selection.

3. Eligibility Criteria

Admission is open to students who have completed Grade 10 or an equivalent qualification (CBSE, ICSE, or other recognized boards). The school does not apply fixed academic cut-off scores. Instead, decisions are based on:

- Prior academic performance (Grade 10 results or predicted scores)

- Student interest in the chosen career pathway
- Recommendations from counsellors
- Readiness to manage the academic and practical demands of the programme

4. Admission Process

The admission process is designed to be structured yet supportive, ensuring that students and families are guided at each stage. It typically includes:

- I. Submission of an application through the school website
- II. Review of academic records and supporting documents
- III. An interaction with the Career- related Programme Coordinator (CPC)
- IV. A counselling session to support subject and career pathway choices
- V. A provisional admission offer, followed by fee confirmation within the stipulated timeline
- VI. Participation in a pre-programme induction and diagnostic assessments
- VII. Finalisation of subject selection based on student readiness

Admission decisions are communicated through official email and/or phone communication.

5. Selection Criteria

The school follows a holistic approach to selection. There are no rigid cut-off scores. Decisions are based on:

- Academic performance in Grade 10
- Interest in the chosen career pathway
- Strengths in relevant subject areas
- Interaction with the Career-related Programme Coordinator
- Alignment with IB learner profile attributes

6. Inclusion and Access

Udgam School For Children is committed to equitable access and does not discriminate on the basis of background, board of education, or socio-economic status. Applications are welcomed from students across diverse educational contexts. Academic guidance and support are provided to help students access and succeed in the programme. Further details are outlined in the school's Inclusion Policy.

7. Language Policy Alignment

As the language of instruction is English, students are expected to demonstrate a level of proficiency that enables them to engage meaningfully with the programme. Where required, language support is provided to students whose first language is not English. Further details are outlined in the school's Language Policy.

8. Academic Integrity

Students and parents are introduced to the expectations of academic integrity during the admission process, and are expected to actively uphold these principles as part of their learning journey. Further details are outlined in the school's Academic Integrity Policy.

9. Flexibility and Programme Pathways

In exceptional cases where a student finds it challenging to cope with a selected course, the school allows for subject changes. Such decisions are made through careful consultation and based on:

- Review of academic performance
- Consultation with teachers and the programme coordinator
- Counselling with the student and parents
- Feasibility of completing course requirements

A structured transition plan is put in place to support the student.

The school may also admit students transitioning from the Diploma Programme (DP) to the Career-related Programme (CP) where appropriate. In such cases:

- Prior coursework is reviewed
- A plan is created to complete all CP requirements
- The transition is formally documented and approved

10. Fee Structure

The school maintains transparency in fee communication. Information regarding fees, payment timelines, and refund policies is shared clearly with applicants and parents.

11. Orientation and Transition Support

A structured induction programme, typically spanning two weeks, is conducted before the start of the academic year. This includes orientation to programme expectations, academic preparation, and diagnostic assessments.

12. Review and Communication

This policy is reviewed at least once every two years, or earlier if required. The review process is led by the IBCP Coordinator in collaboration with the school leadership team. The policy is communicated to stakeholders through the school website and official documentation.

References

- IB Programme Standards and Practices
- IB Career-related Programme: From Principles into Practice
- School Inclusion Policy
- School Language Policy
- School Academic Integrity Policy