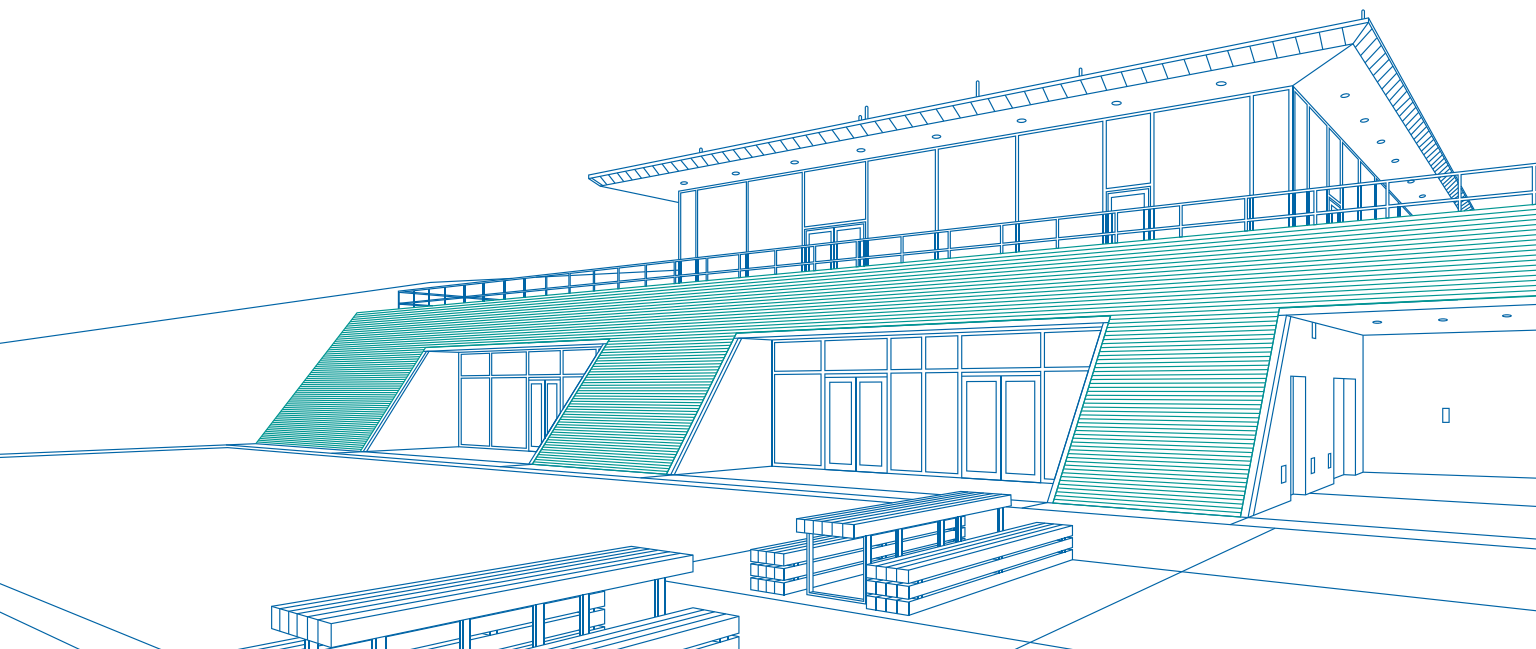


# STUDENT HANDBOOK 21/22



*This handbook is intended as a guide only.*

*For more detailed or specific questions, please see:*



[www.uwcrobertboschcollege.de](http://www.uwcrobertboschcollege.de)

*or contact **Helen White**, Director of Student Life*



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**79104 Freiburg, Germany**

*This is an interactive document.*

In the contents section, clicking on the topics (on the left side) or on the pages (right side) will take you automatically to the topic or the page you've been looking for.



At the end of each chapter, you can go back to the contents by clicking on the menu icon located on the upper corner of the page.



Direct links are marked with a mouse icon. Clicking the link automatically takes you to the respective homepage.



All email addresses in this student handbook are interactive as well. Clicking on them allows you to send an email directly.



Although the entire student handbook is important, some parts are additionally marked with an attention icon. Take a close look at these!



The College's focus is on sustainability. Relevant information in this regard can be identified via this icon.

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### **Welcome to UWC Robert Bosch College!**

*The UWC Educational Model has placed at its very centre a “deliberately diverse, engaged and motivated community in pursuit of the UWC Mission”. This is intentional. We understand that our community, embracing both the students and the “adults”, is where everything within UWC starts. While there are several aspects of living and learning within a UWC where the framework is set by UWC, IB and regional / national policy and regulations, also to a great extent we try, year by year, to find the most appropriate way forward as a community. In this respect, I expect almost all of you will find UWC Robert Bosch College (RBC) more “open-ended” than your current schools, open to your insights and engagement, also open to that messy, difficult and often frustrating process of trying to build consensus (within smaller groups such as your room-mates as well as at the College level) rather than quickly resorting to a tyranny of the majority (or the Rektor!).*

*For most students, part of your UWC and RBC journey will be growing towards finding the intrinsic motivation to living in ways that are enhancing also of the community life to which we aspire. Especially when you arrive, “RBC” primarily will be what the staff and second-year students have organized – the institutional provision – whereas we will grow (I hope quickly)*



*to understand that RBC is so much more than the formalized provision – it also is what we as individuals “do” including for each other. While the buildings and most of the staff do not change from one year to the next, in a real way RBC does. In this sense, none of us can tell what RBC is and will be for you from August 2020 to May 2022, because you have such an important role in making your and others’ RBC experience.*

*One of the big questions that each of us will need to address including in the next two years is our individual response to sustainability and climate change. Also, we will have an important role in thinking about how the institutionalized RBC response should evolve. In many ways this is uncharted territory. Each of us has much to learn and to embed in our thinking and actions in the next two years.*

*Please accept this Student Handbook in the spirit of it being an initial guide to the relevant UWC and IB frameworks, a guide to where local legislation intersects with our lived realities as a community of people, and how these are interpreted and administered by the College. It is worth knowing in advance that the approach of the local educational authorities is unlikely to allow RBC to be as experimental as some UWCs in thinking about alternatives to the traditional IB Diploma. The Student Handbook also is a guide to some of the resources (eg. medical and*

*counselling) and arrangements (eg. for absence from campus and for long weekends) that are in place in anticipation of your arrival. This Student Handbook is supplemented by various Policies that are available on the College website. Please read these. Then read again the paragraph above about intrinsic motivation. I think you will find that RBC tries hard to move from a policy-driven approach to a human, community approach, an approach that asks us to apply good judgement as much as the relevant policy.*

*Most importantly please come with an open mind, willing to listen carefully to the ideas and views of others, willing then to share your own, willing to persuade and to be persuaded, willing to remain “engaged and motivated” in pursuit of the UWC Mission.*

*Nobel Peace Prize Laureate Desmond Tutu who has been closely connected with UWC puts it beautifully: “Differences are not meant to separate, to alienate. We are different precisely to realize our need of one another”. During our two years together I trust that we will come to this realization in deep and profound ways.*

*I look forward to welcoming you in person, in August.*

**Laurence Nodder**, Rektor







**“UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.”**

UWC Mission Statement

## UWC Movement

UWC (United World Colleges) is a global movement of 18 schools and colleges spread across four continents. Most of them enroll around 200 students aged 16-19, who hail from over 120 different countries. Outdoor education, community service and other forms of experiential learning play an important role in UWC's holistic approach to education. In addition, UWC enables students to earn their International Baccalaureate (IB) Diploma.

**Living and learning at a United World College is based on a set of shared aims and values:**

- › International and intercultural understanding
- › Celebration of difference
- › Personal responsibility and integrity
- › Mutual responsibility and respect
- › Compassion and service
- › Respect for the environment
- › A sense of idealism
- › Personal challenge
- › Action and personal example

## Guiding Principles Of UWC Schools And Colleges<sup>1</sup>

These principles draw their inspiration from Kurt Hahn's pioneering work in founding the UWC movement. Though set within the context of Hahn's original thought, these principles reflect the intervening 50 years experience and more recent advances in educational thinking. Underpinning these principles is the pursuit of peace and justice as the founding aim of UWC.

Each school and college responds to the UWC mission statement within the context of its location; this creates distinctive identities based upon local resources and opportunities. However, all schools and colleges share the same basic values as outlined in the UWC mission statement – international and intercultural understanding; celebration of difference; personal responsibility and integrity; mutual responsibility and respect; compassion and service; respect for the environment; a sense of idealism; personal challenge; action and personal example.

<sup>1</sup> *Approved by the UWC International Board Of Directors, 17 October 2010*





**The following, then, are the basic principles from which is derived the practice of education at UWC schools and colleges:**

1. That this education should take place within a diverse college community. The selection of students should ensure representation from regions and social groups that reflect the wide range of tensions among and between peoples.
2. That this education requires active promotion of intercultural understanding and the development of genuine concern for others founded on shared life experiences, and cooperative and collaborative living. This includes reflective dialogue on global issues and critical and courageous engagement in the pursuit of peace.
3. That physical fitness and a healthy lifestyle are integral to the balanced development of the whole person. Unhealthy lifestyles limit human potential and hinder progress in all dimensions of development.
4. That community interaction is placed at the heart of college life. This requires the full and active participation of all members of the school or college.
5. That students are able to engage in continuing, positive action towards issues of sustainability, on both an institutional and individual level.
6. That opportunities for students to practice personal initiative, self-discipline and responsibility, to manage risk and embrace challenge must be provided. Where appropriate, these opportunities are supported by a reassuring adult presence.
7. That recognition is given to the fact that each individual possesses unique talents and abilities. Programs should exist in each college which enable all selected students to fulfil their potential.







*How can there be peace in the world if we don't understand each other,  
and how can we understand each other if we don't know each other?*

*Lester B. Pearson*

## UWC Robert Bosch College

UWC Robert Bosch College was founded in 2014 as a joint project of the Deutsche Stiftung UWC as well as the Robert Bosch Stiftung. Located in Freiburg, Germany's "green city", the College has a special focus on sustainability, which is embedded in academics, student life and the architecture of the buildings. The proximity to the Black Forest National Park further allows for a well-rounded outdoor program. Deliberate diversity is the College's main goal. For this purpose, we currently provide 70% of our student body with full scholarships, thanks to funding from the State Ministry, the Robert Bosch Stiftung, B. Braun Melsungen AG as well as many other foundations and individuals.

### **Three unique features:**

- Deliberate diversity - Over 100 nationalities speaking more than 60 languages and representing all major faith groups.
- Sustainability - Collaborations with city institutions and experiences from students and staff form the basis of sustainability education on campus.
- University town Freiburg - Located in close proximity to Freiburg, students can benefit from its cultural life as well as a good choice of service projects for the Creativity, Activity, Service (CAS) program and beyond.





*I regard it as the foremost task of education to insure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self-denial, and above all, compassion.*

*Kurt Hahn*

## Living And Learning At UWC Robert Bosch College

Living and learning are inseparable at UWC Robert Bosch College. Our goals are the education of the whole person, to have people from different cultures understand, not merely tolerate each other, and to live in a manner that respects and sustains the environment.

- › Education of the whole person requires respect for all elements of learning, including service, leadership, creative and physical pursuits, as well as academic and professional learning.
- › Service is compulsory for all students and creates powerful opportunities for understanding others and oneself and to contribute to the wider community.
- › Sustainability requires conscious decisions on the part of all members of the community to respect the local and global environment through daily actions.
- › Personal initiative is highly valued in the College environment, as it requires mutual support and responsibility rather than an over-reliance on hierarchies and supervisory positions. It fosters compassionate, courageous, and diverse leadership. The College is what the students make of it.
- › Open discussion is essential. All should take responsibility to voice concerns in meetings / classes so that issues are dealt with as transparently as possible. Voicing a personal concern directly with the person involved shows care and respect.

## Living Sustainably



What does it mean to live sustainably with each other and as stewards of different communities, different environments, as stewards of a planet? These will be the most important questions that will guide our discussions as an intentional community. This includes a wide variety of approaches on how to live together and learn together, how to make informed choices and how to do that in a sustainable fashion. It is important for us to learn to understand what our individual and collective impact is, how to assess this impact, raise awareness in others and how to aspire to become our better selves trying to live more sustainably.

You will find that some aspects of living more sustainably at UWC RBC are instantly rewarding, for example being able to pick your own apples in our orchard. At other times, striving to live sustainably can be more challenging, for example when we are asked to take a critical look at our own choices on issues such as what and how much we buy, how we travel or what we eat.

Some aspects of sustainable living are simply set out as College rules – for example, we recycle and compost as much of our waste as possible, and every student is expected to fully participate in these activities. But mostly, we see becoming a more sustainable school as a continuous process which includes a lot of learning, and honest discussions among all community members on a variety of perspectives on sustainability – social, cultural, and economic as well as ecological. As with many other aspects of living together, this will at times be difficult, especially when the decisions we make collectively have an impact on what we may consider to be personal choices.

By accepting your place at UWC Robert Bosch College, you accept the challenge of becoming personally and actively involved in the process of building a community that lives up to our shared responsibility to create a sustainable future.

**World peace and sustainability begin with personal choices and actions.**





*For to be free is not merely to cast off one's chains, but to live  
in a way that respects and enhances the freedom of others.*

*Nelson Mandela*

## Learning To Take Care For Your Community And For Yourself

In order to foster a sense of community, the College community meets each week for an Assembly, in which the Rektor, teachers, and students make announcements to the community as a whole. Also, Village Meetings can be held in order to offer a forum to discuss College-wide concerns. In addition to Assemblies and Village Meetings, Students' Meetings are also held.

Acceptance of the scholarship carries many obligations. The College program is extremely demanding, and students are expected to devote themselves to this program. They are not permitted to undertake any form of paid employment or to prepare for another academic course during the academic year.

If students are asked to provide instruction or another form of assistance to individuals or families in the community, they may do so provided they accept no personal payment for this service. This should be viewed as an opportunity for students to give something back to the host community.



## Bike Program



Cycling is the most sustainable and convenient option for getting around in Freiburg, and we encourage students to use bicycles wherever possible. As a result, UWC Robert Bosch College runs a bicycle program that seeks to limit our 'carbon footprint', to develop a culture of cycling, and to create 'life-long cyclists' amongst our students and staff. There are currently 50 College bicycles in our fleet, cared for by students and available for day-to-day use. We also have a bicycle repair workshop, run by students and staff.

For safety, we require that all students pass a 'cycling test' to demonstrate safe cycling, and always wear a helmet whilst cycling. There are opportunities to learn how to cycle and how to repair and maintain bicycles in order to help ensure that our bicycles are in good working order.

If you live nearby UWC Robert Bosch College and you have a personal bicycle, we strongly encourage you to consider bringing it with you to the College.





## Learning Through Residential Life

At the core of the UWC Robert Bosch College program is a need for you to be conscious about your personal wellbeing and the wellbeing of the community. Given the overall hectic nature of life at UWC Robert Bosch College, you may find this to be the most challenging aspect of your time here. You will need to work hard to ensure that you receive adequate sleep, regular physical exercise, and time for reflection. Alongside taking care of yourself, you will need to reflect on your role within the UWC Robert Bosch College community and your participation in all aspects of the program. This will include thinking about how you interact with others and taking responsibility to build a respectful, joyful community.

Being part of this community means actively participating in the well-being of the community. There might be aspects of residential life which you may be unfamiliar with, or may find challenging for all sorts of reasons, like living with three other students in one room and living in a community of people from all around the world. However, you will be expected, individually and with other members of the community, to live by the values upon which the College is founded.





## Student Support

Life at UWC Robert Bosch College is energetic, busy and full of personal support; there are a number of people and structures in place. You are expected to check your email at least once a day as this is an important way to communicate at the College. Your room is a place to relax and rejuvenate from a busy schedule at UWC Robert Bosch College. Typically, there are 7 rooms in each house and each room is usually shared by one German-speaking student and three students from various other countries. Each house has one House Tutor who is responsible for the smooth running of the house. They offer a wide range of support for you, and help organize events for the whole house. Just like in your home, at UWC Robert Bosch College there are tasks that need to be done so everyone can live well together. You are expected to engage in communal cleaning tasks on a regular basis as well as keeping your own space clean and welcoming. Since everyone must help in this way, there is a shared sense of ownership of the beautiful campus.

Besides your House Tutor, other adults are available to assist you with balancing your program. Perhaps the most important person for you will be your Personal Tutor who is available for personal and academic support.

The school employs a full-time provision of nurse and school psychologist. They have access to a full range of medical professionals within the local community.

The Director of Student Life is responsible for promoting and preserving the health and well-being of student and community life at the College. To achieve this, the Director of Student Life collaborates with Personal Tutors, House Tutors, teachers and all the other members of the community as a whole.

## Student Life

### Your Room

As you will have up to three roommates from different parts of the world, your room will be one of the first places where you will experience cultural differences first-hand. You will soon discover that people from other cultures have different habits and may have different views on even the simplest of things. Roommates will have to work out arrangements respectfully to allow each member of the room to maintain their own personal space and feel at home; this may involve compromises regarding the opening and closing of windows and doors, turning lights on and off, waking up and going to sleep, having guests in the room, playing music, and so on. Students should keep in mind that other students might not be willing to express disagreement openly because of their cultural background. Students should remember, however, that to resolve points of conflict it is best to discuss them respectfully rather than ignore them. World peace begins with each person making peace with the people nearest to them. Although the College respects the privacy of your room, it reserves the right for adults to enter student rooms under special circumstances.



All members of the community are expected to be responsible in their use of resources and to participate actively in initiatives to minimize our ecological footprint. This includes minimizing our consumption of water, electricity, paper, food, etc. as well as reusing and recycling.

### Your Dayroom

Each House has a common area, called a dayroom, which doubles as a kitchen and a socializing space (can also be used as study room when quiet). The dayrooms are also equipped with crockery and cutlery. All residences have Wi-fi in their dayrooms. As the dayroom is a common space in the residence, all students in the residence share responsibility for keeping their dayroom and its kitchen clean.

### **Sharing A Room, A House And A Campus**

After 22:00, the entire campus should be quiet enough to allow all residents to sleep. Only students assigned to a room may be in that room from 22:00 until breakfast. On school nights, from 23:00 to breakfast, only students assigned to a house may be in that house.

Students who violate these requirements repeatedly or whose level of disturbance to others is severe – for example, spending an entire night in a room other than their own or engaging in sexual activity in a student room at any time of day – can expect to have their parents, guardians and National Committee informed. Offences beyond this may result in suspension or dismissal from the College.

### **House Rules**

There are clear safety guidelines for behaviour in the Houses related to personal / general safety and these will be outlined by House Tutors to all students during orientation week. Such guidelines include the use of approved electrical equipment, storage of bikes on campus, keeping doors and windows shut, prohibition of candles, incense sticks and other flammable materials. In addition to your room, you are responsible for cleaning dayrooms, kitchens, storage rooms, stairwells, hallways and laundry rooms. Each house decides the best way of allocating jobs and responsibilities to the students of the house.

### **Laundry**

Two washing machines and two tumble dryers are available for use, free-of-charge, in the laundry room of each residence. Students should note that washing powder is not provided.

### **Helping Out Around Campus**

In addition to your room, you are responsible for cleaning dayrooms, kitchens, storage rooms, stairwells, hallways and laundry rooms. Each house decides the best way of allocating jobs and responsibilities to the students of the house.

You may also be asked to take on a College Job, where you will be called on to assist around the campus, for example repairing the school bikes, assisting in the library, working as public relations assistants, etc. At various times of the year each one of you will have Mensa Duty when you are required to support our Mensa staff and help clean up after meal-times. There are also times when students will be asked to contribute to special projects around campus, such as Spring Day or Open Day, helping out with visitors, setting up for exams.

### **Dining**



Three meals are served daily in the College cafeteria (the Mensa). It should be noted that lunch is the main meal of the day. The evening meal is a much lighter meal. Warm food is served in the evenings as an additional extra to the cold cuts, salads, etc., that are provided. A vegetarian and vegan option is always available. Because of the high environmental footprint of industrial meat production, our community has agreed that no meat will be served on some days of the week. We endeavour to accommodate medical dietary restrictions upon request, but regret that the provision of Kosher or Halal food is not possible. The Catering Team is independent of the College, and is established as an “integration” company employing differently-abled staff. A consequence of this is that the Kitchen cannot always be as flexible and adaptive as a regular school kitchen.

### **Student ID And Key Card**

Your student id card is your proof of identity but also allows you access to your residence and all academic buildings , as well as use of the student printer / photocopier / scanner.

### **Computers And Internet Access**

Each student receives an account on the College network and can use this account to save documents on the server and to access the internet. All students are provided with a UWC Robert Bosch email account. it serves as the student’s official school email address and must be checked daily.

Wi-fi is available in most areas of the College.

Students who have their own laptops are welcome to bring them. Students who do not have their own laptop may be provided with one, upon agreement with their National Committee or the

### **The Weickart Library & Learning Resources**



Our library is open all week from 7:00 to 22:30 and until 23:30 on Friday and Saturday. Reference hours with the librarian are posted on the [library's website](#) and door, and students and staff are asked to coordinate special project support directly with the librarian.

The library collection currently holds more than 2800 books, 220 dvds as well as research databases and journals. The material is selected to support the IBDP curriculum incl. CAS activities and to encourage the wider reading of both classic and contemporary fiction and non-fiction. Collection languages are mainly English as well as German, French and Spanish and other languages studied at the school. Recommendations are always welcome.

In addition to the collection, library services include research and project support, information literacy training as well as the management of textbooks and other teaching material. The library is managed by a part-time librarian and supported by student staff.

### **Caution Money**

All students must pay a €300 deposit at the beginning of their first year as caution money. Money will be deducted for damage to College property, unreturned books, and so on. Remaining caution money is returned at the end of the second year after departure.

### **Guidance**

Each student is assigned a Personal Tutor, who provides both personal and academic support. Tutorial groups meet once a week, and also plan dinners or other events together to develop a sense of community.

### **University And Careers Counselling**

At the end of your first year, you will be encouraged to begin the process of preparing for life after UWC, whether it is to attend university abroad or at home or to consider a volunteer year, or even something totally different. A part-time Careers Counsellor is available to assist and advise students with their applications. The counsellor is neither a secretary to do students' bidding nor an all-knowing oracle of what is the best thing for every individual. He does however have the experience to guide students on how to proceed with their applications and ensure that all supporting documentation required from the College is provided. The Careers Counsellor will provide timelines and deadlines for student applications. Students who ignore the College deadlines may find that it is not possible for their applications to be processed on time.

### **Visitors**

UWC Robert Bosch College welcomes visitors but they need to be announced to the Director of Student Life well in advance before arriving on campus. While visitors, including ex-students and family and friends of current students, are welcome, they must find accommodation off campus, as the College does not have the space to host them. For legal and privacy reasons, visitors are not allowed to stay overnight in student rooms or residence dayrooms. Whilst guests are welcome to eat in the Mensa, this can only be done with the advance purchase of a Guest Meal Ticket. These can be bought in the College's reception during the week; on the weekend, the House Tutors on duty can hand them out to you.

### **Absence From Campus**

Students who plan to be away from the College overnight must gain permission from their Personal Tutors, complete an overnight absence form (available from the Student Secretary or Director of Student Life) and inform their House Tutor. Students who need to be away from the College overnight on a school night must also gain permission from the Director of Studies, Director of Student Life or Rektor. If a student must miss classes or activities for some reason, they must gain approval from the Director of Studies as well as the teachers whose classes or activities will be missed (see also Attendance section on page 50). In order to ensure full participation in College life students should aim to go home not more than once a term, unless they take fellow students with them the second (and last) time.

## Health And Well-Being

UWC is a challenging educational experience. A significant level of grit and resilience is needed in order for any student to thrive in this academically and socially demanding diverse environment. At UWC Robert Bosch College, students will share their room with up to three other students, creating challenges of privacy. For most students the food served in the Mensa will be different from home. For many students the climate will be different from home. Many students will feel disempowered by lacking fluency in both the medium of instruction (English) and the language of society around UWC school or college. For many students, studying the International Baccalaureate Diploma and in a language different from their mother language will be a challenge in itself. All this happens in a context where the student's normal support structures are far away. The mere fact of being far away from family, friends and other customary support structures is a big challenge in itself, especially during adolescence.

These challenges, combined with sleeping problems and / or a lack of physical exercise or a poor diet will all negatively impact on your health and well-being. As a result, it is extremely important that you take care of yourself during your time in the College. In addition, the College has many support systems in place should you experience any problems with your health and well-being at UWC RBC.

### **Nurse**

A nurse is available during office hours on weekdays to provide normal nursing care. Whilst we do not have a College doctor, we are associated with a local medical practice and its general practitioners (Hausarzt) and have well-established links with various medical specialists (including dentists) as need be.

### **School Psychologist**

The College has two part-time school psychologists who offer regular counselling and support you in coping with the sometimes very demanding and challenging situations at a UWC. It can be best described as a confidential “space”, where you will not be judged or diagnosed. Counselling is not a psychoanalysis, but will be structured in frequency and intensity according to the student’s concerns and situation. It is therefore an occasion to receive support and / or to explore personal resources and options in finding new solutions and coping strategies. For the rare occasions involving medical problems, the school psychologists can work confidentially with the Nurse and Director of Student Life to provide “team” support and assistance for the student. Additionally, the school psychologists work together with other therapists in town in order to provide the adequate support needed.

### **Peer Support**

Peer Support is a means to connect students with trained supporters in times of need. Peer supporters are second-year students trained by members of the pastoral care team to provide support through listening. The aim is to provide an additional option to the current support system (Personal Tutor, Nurse, etc.) through which students can find support from a peer similar in age and experience. Any information shared with a peer supporter is confidential from ALL staff and students (including the other peer supporters), unless you or someone else is at risk or being harmed. In such a rare instance, it becomes their legal obligation to inform the medical staff.





### **Taking a Personal Day**

The Personal Day is a discretionary day. It is granted for emotional reasons – the need to have a brief respite from the College environment or routine, or in response to other personal needs.

In instances of intense personal need, the student's Personal Tutor can grant them a personal day and will inform the Director of Studies and Director of Student Life so that their absence is justified. This should be the case when it was not possible for the student to speak directly with the Director of Studies because of the urgent and sudden nature of the request.

A normal birthday celebration would not qualify, serious illness or worse in a closely-related family member certainly could. A student may be given time to see parents who have travelled a long way in order to visit them, but due to circumstances beyond their control it is not at a weekend. A demonstrated clear need for some parental support may justify a return home.

An exemplary attendance and involvement record is not a guarantee of a personal day being granted, although poor attendance and engagement will certainly not help the case for a personal day.

Justified absences in order to attend religious ceremonies are not personal days and can only be negotiated with the Director of Studies via a Request for Permission to miss Classes / Activities Form. Teachers have the right to respond to the form notifying them of a student's approved request for a justified absence, by email to the Director of Studies and verbally to the student, where the absence of the student presents a particular difficulty or academic risk to the student. The Director of Studies will re-evaluate the request in the light of this new information.

## Intercultural And Interpersonal Awareness

**Learning more about other people is probably one of the main reasons you chose to come to UWC Robert Bosch College. One of the most important ways for you to maintain and build the community is by listening to other members of the community.**

### **Village Meetings**

These meetings create opportunities for the whole community to gather and discuss ideas and issues relevant to living together at UWC Robert Bosch College. The meetings are opportunities to practice conflict resolution, public speaking and active listening in a group of 250 people. Village Meetings are based on the belief that there is wisdom in listening to the whole community and discussing issues openly before making major decisions.

### **Peace And Conflict**

Learning and deepening skills for conflict resolution, and gaining knowledge of approaches such as restorative justice are an important part of every student's experience at UWC Robert Bosch College. These skills are acquired in a number of ways: by living and resolving differences in a house of 26; by organizing events as a member of a team; by attending workshops; through learning to discuss issues and course content in classes; by working alongside others during activities; by participating in Village Meetings and Student Meetings; and many other daily interactions.

You will be expected to challenge yourself and carefully consider the views and desires of others during your entire time at UWC Robert Bosch College.



### Host Family Program

UWC Robert Bosch College is fortunate to have already established strong community ties with families in Freiburg and the Black Forest, thanks to our host family team of UWC alumni living in and around the city. There are two host family weekends in the school year. Host families provide friendship and connection for students, often creating a sense of “home away from home”. The relationships that develop through the host family program are the foundation for intercultural understanding and forge strong ties between our local and global communities. Such weekends give students the chance to experience daily life in a German household, practice their German and take a break from the very intense life on campus.

## A Typical Day

There is really no such thing as a ‘typical day’ at Robert Bosch College, but you will establish certain routines. For many students the day starts with a morning routine including study or exercise. Breakfast is served from 7:00 – 8:15, and classes are held from 8:30 until lunch. After lunch there are more classes and then after the last block, students may participate in CAS activities, Global Affairs and / or other community events. The evening meal is served from 17:30 to 19:00. Afterwards students have time to study or participate in further activities.

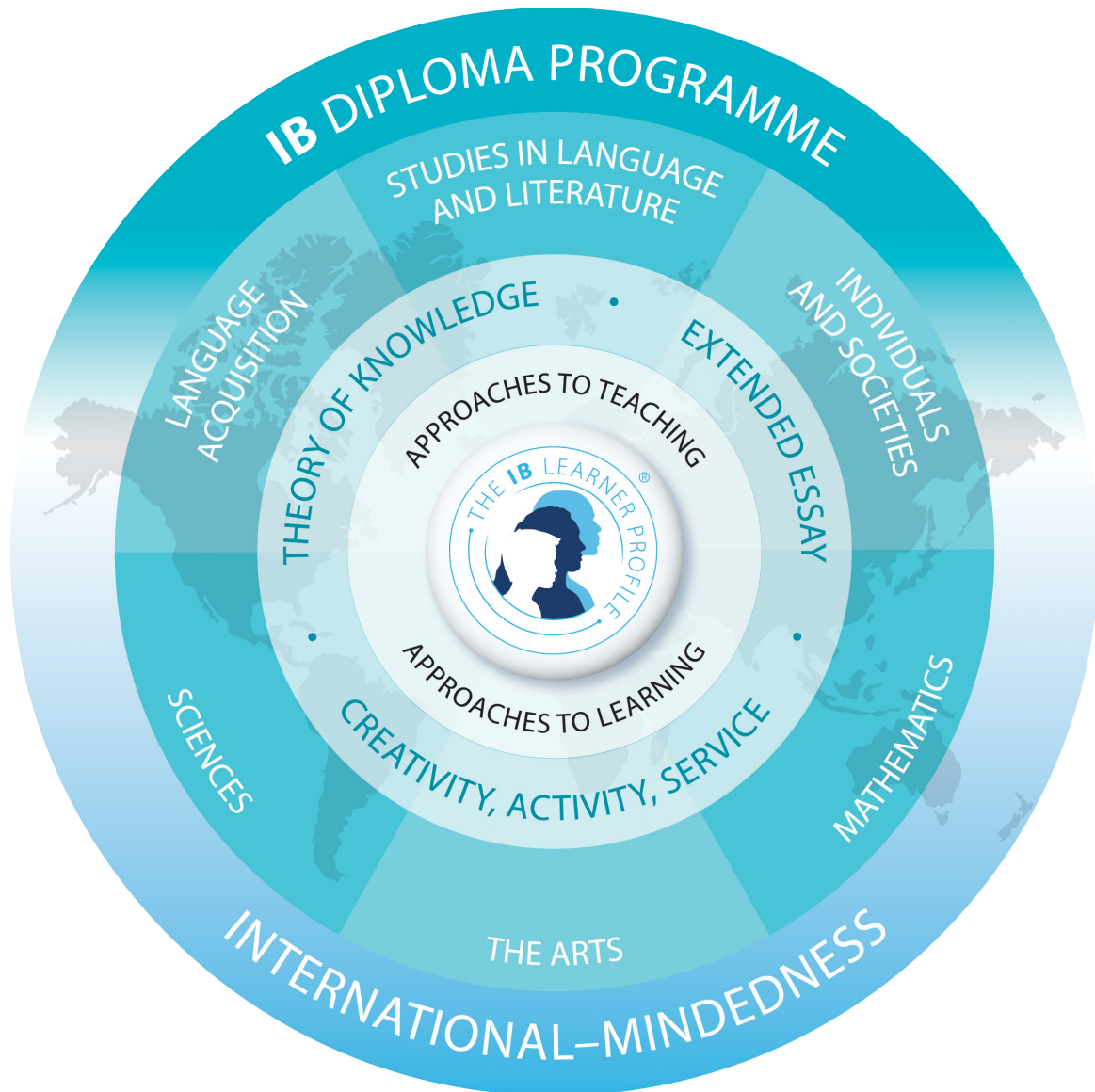


## The IB Diploma

UWC Robert Bosch College has partnered with the International Baccalaureate (IB) to offer an academic program that allows students an opportunity to earn a diploma that is accepted by universities in many countries. The IB Diploma is a deliberate compromise between the specialization required in some national systems and the breadth provided in others. All students study 6 subjects from 5 to 6 different academic areas. Courses are commonly studied for two years. In your second year, you will study three subjects at Higher Level and three subjects at Standard Level.

Your academic program will also include a course in Theory of Knowledge, an Extended Essay, and participation in the Creativity Activity Service (CAS) Program.





More details can be found at [www.ibo.org](http://www.ibo.org) or in the course descriptions and course outlines at [www.uwcrobertboschcollege.de/en/learning/academics](http://www.uwcrobertboschcollege.de/en/learning/academics)

## The IB Learner Profile

The international Baccalaureate Organisation defines the following profile for students of all IB programs. This is broadly in agreement with UWC values.

### Learner Profile    The Student

<b>Knowledgeable</b>	<ul style="list-style-type: none"> <li>› explores concepts, ideas and issues (that have local and global significance)</li> <li>› has acquired in-depth knowledge and developed understanding (across a broad and balanced range of disciplines)</li> <li>› engages in areas of global significance</li> <li>› shows intellectual ability</li> </ul>
<b>Thinkers</b>	<ul style="list-style-type: none"> <li>› exercises initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions considers the ethical implications of their actions</li> <li>› shows independence of thought</li> <li>› demonstrates powers of analysis</li> <li>› creates original solutions and ideas</li> </ul>
<b>Inquirers</b>	<ul style="list-style-type: none"> <li>› develops their natural curiosity</li> <li>› acquires the skills necessary to conduct inquiry and research</li> <li>› shows independence in learning</li> <li>› actively enjoys learning (and this love of learning will be sustained throughout their lives)</li> <li>› develops new skills</li> <li>› has increased awareness of their own strengths and areas for future growth</li> <li>› is motivated to learn new knowledge</li> <li>› demonstrates effective study skills</li> <li>› works independently</li> <li>› shows initiative</li> <li>› demonstrates self-discipline in work habits</li> </ul>

**Open-Minded**

- › understands and appreciates their own cultures and personal histories
- › is open to the perspectives, values and traditions of other individuals and communities
- › is accustomed to seeking and evaluating a range of points of view
- › has shown willing to grow from their experiences
- › demonstrates international and intercultural understanding
- › celebrates diversity and difference in the community
- › demonstrates potential for academic and or personal growth
- › demonstrates international and intercultural understanding
- › celebrates difference

**Risk-Takers**

- › approaches unfamiliar situations and uncertainty with courage and forethought has the independence of spirit to explore new roles, ideas and strategies
- › is brave and articulate in defending their beliefs
- › has developed new skills
- › has planned and initiated activities
- › demonstrates a sense of idealism
- › is realistic and courageous when accepting personal challenge

**Reflective**

- › gives thoughtful consideration to their own learning and experience
- › is able to assess and understand their strengths and limitations in order to support their learning and personal development
- › considers the ethical implications of their actions
- › develops increased awareness of their own strengths and areas for growth

**Communicators**

- › understands and express ideas, plans and information confidently and creatively (in more than one language and) in a variety of modes of communication
- › works effectively and willingly in collaboration with others demonstrates ability in written and spoken English
- › shows clarity of written expression of ideas is effective in class discussion

## What Is Needed To Complete The IB Diploma?

**In order to obtain an IB Diploma, you need to fulfil the following requirements:**

- ☒ Complete 6 IB academic subjects, 3 at Higher Level, 3 at Standard Level
- ☒ Complete the Theory of Knowledge Course
- ☒ Submit an Extended Essay, approximately 4000 words
- ☒ Complete the CAS program



However, there are a few things to consider. Please read the following pages very carefully!

*The arts, sciences, humanities, physical education, languages and maths all have equal and central contributions to make to a student's education.*

*Sir Ken Robinson*





## Choosing The Right Subjects

Students should begin by consulting the information in this handbook, on the IB webpage and by considering their own interests, strengths and weaknesses. They should, however, also take into consideration their future career plans as certain selections or omissions from the program will limit study choices in some university systems. Therefore, before you plan, you should become familiar with the requirements and expectations of the universities in the country or countries to which you intend to apply.

Once you arrive at the College you will have the opportunity to find out more about individual subjects in the subject introduction session during orientation week. These taster sessions will be followed by a guidance interview with your Tutor. There will be placement tests in Mathematics, French and English to indicate the appropriate level of study in these areas. Your final choice of subjects will take place in your subsequent academic interview with the Director of Studies.

Most universities accept students on the basis of their IB Diploma qualifications. However, for entrance into universities in some countries (including Germany) there are certain course requirements.



Students are advised to check these requirements for details under [www.ibo.org](http://www.ibo.org) or with their respective National Committees.

### Choosing IB subjects for non-German students

Non-German students will choose from the following:

- ☐ Your mother tongue or strongest language as Language A
- ☐ A second language (German, English or French)
- ☐ One Group 3 social science (European History, Asian History, Social and Cultural Anthropology, Global Politics, Environmental Systems and Societies, Geography or Economics)
- ☐ One Group 4 science (Biology, Physics, Chemistry or Environmental Systems)
- ☐ One Math course (*Mathematics: Analysis and Approaches* or *Mathematics: Applications and Interpretation* at HL or SL)
- ☐ And one subject in Group 1, 2, 3, 4 or 6 of your choice



If you are considering studying in Germany, take a closer look at the requirements to get your IB Diploma recognized in Germany.

### Choosing subjects for German students

**When choosing their subjects, German students at UWC Robert Bosch College need to consider two things: the requirements to get their IB Diploma recognized in Germany and the “Schulpflicht” requirements of Land Baden-Württemberg.**

In order to get their Diploma recognized through the respective Kultusbehörde des Bundeslandes (Ministries of Education):

- ☐ Students must take a total of two languages at level A (native speaker or very high level) or level B (intermediate level) from the IB subject groups 1 and 2. Students must be able to provide proof of “at least one foreign language studied uninterruptedly as Language A or Language B HL” from middle school onward.
- ☐ A recognized social science subject from the subject group 3 (History, Geography, Economics, Social Anthropology, Global Politics) must be included in the six exam subjects.
- ☐ Students must take one of the recognized natural science subjects (Biology, Chemistry, Physics) from group 4. ESS can only be taken as sixth subject.
- ☐ Students must be able to prove that one of the three compulsory HL subjects is Mathematics or a natural science subject.
- ☐ In order to get a full recognition, students need to take one of the two Mathematics courses at HL; taking Mathematics at Standard Level will need to take an additional 16-hour module on vectors.



For more details, please see [www.kmk.org](http://www.kmk.org).

☐ Additionally, Land Baden-Württemberg requires German students to take:

- ☐ German A,  
History Europe at Higher Level or a one-year Model UN and participate actively in Global Affairs and Special Focus Days.



## The IB Core

### Theory Of Knowledge

This is an interdisciplinary course intended to stimulate critical thinking. The course challenges you to question the bases of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyse evidence that is expressed in rational argument.

TOK is a key element in encouraging you to appreciate other cultural perspectives. All students are required to study this course in addition to your six selected courses.

### The Extended Essay

You will write a 4,000-word independent research essay as a part of your diploma. The Extended Essay is written under the guidance of one of your teachers and encourages you to deepen your programs of study in a chosen academic discipline, and acquaint yourself with the kind of independent research and writing skills expected by universities.

### CAS

Full commitment to your CAS program is central to both your successful completion of the IB and contribution to the UWC movement. At UWC Robert Bosch College, we consider your participation, engagement and initiative in activities equally as valuable a learning experience as the time and energy put into academics.

## The IB Subject Groups

### Group 1: First or Strongest Language (Language A)

Students at UWC Robert Bosch College are required to study two languages – at least one with a high degree of competency. The courses are meant for students who are native or very advanced speakers of a particular language. Group 1 courses in language and literature focus on the relationship between fictional and non-fictional texts and their cultural context, on critical media literacy and question the constructed meaning in language.

At UWC Robert Bosch College, we generally offer instruction in English, German, Spanish, Arabic and French. All German students who are subject to “Schulpflicht” are required to enrol in German A.

In addition to these four courses, UWC Robert Bosch College also offers an IB Language A Self-taught Literature option for everyone whose strongest language is not German or English. You will attend a World Literature class to help you develop the analytical skills and to guide you through the study of works of literature in your first language.

### Group 2: Second Language (Language B or Ab Initio)

All students whose first language is not German are encouraged to enrol in a German class as their second language. German B is offered at an advanced level for students who previously had German lessons. German Ab initio is a beginner’s course for students with no previous knowledge of German. This will allow you to learn about your host country and to interact with the outside community of Freiburg.

German students are required to continue a second language they have previously learned in school. UWC Robert Bosch College offers instruction in English B and French B. However, it is strongly recommended that students consider signing up for English, as it is the medium of instructions in all IB subjects and requires a very high level of competency in order to do well in all academic areas. Accordingly, the College cannot make provisions to study a second language other than German at a beginner’s level.



Please consult the College [Language Policy](#) on the UWC Robert Bosch College website for further clarification; Conversational German for beginners can also be taken as a separate conversation class instead of as an IB subject.

*A word after a word after a word is power.*

*Margret Atwood*

### Group 3: Individuals and Societies

All Group 3 subjects encourage the systematic and critical engagement of human experiences and behaviour, both of individuals and as larger groups in their physical, economic and social environments, and the history and development of social and cultural institutions. Studying multiple perspectives fosters an appreciation of change, continuity, similarity and difference, and the diverse backgrounds of UWC Robert Bosch College students contribute greatly to discussion and exploration. No previous knowledge of the subjects is required.

#### Economics

Economics is the social science that studies the behaviour and decision-making of humans as they seek to satisfy needs and wants in a world of limited resources. Given that most resources are scarce, and can be used for a number of different purposes, economists try to understand how individuals, firms and societies make decisions about their use, and the consequences of those decisions. By studying economic models, quantitative methods and analytical tools you will gain the skills, knowledge and confidence to understand, analyse and explain real-world economic phenomena ("what is") as well as to derive recommendations for meaningful economic decision-making ("what ought to be"). You are asked to reflect the underlying assumptions and resulting choices from the points of view of different cultural, social, or environmental backgrounds.

#### Geography

Are you interested in issues such as population growth, migration, refugee movements, species extinction, urbanization, global poverty, renewable energy, among others? Have you ever wondered why humans built settlements where they did, or how governments are trying to cooperate to solve global environmental problems, or why certain diseases are more common in some areas than others? If so, geography might be the subject for you. The course examines key global issues, such as poverty, sustainability and climate change on a variety of scales and from a range of perspectives, and seeks to develop understanding and concern for global issues and to raise awareness of our own responsibilities at a local level.



## History

At UWC Robert Bosch, we offer two History programs, both at Higher Level only.

### European History

The European History program at UWC Robert Bosch College will have a focus on German history in the 20th century but within a wider European and World Context. We will study the causes, course and consequences of the First World War, diplomacy and peace-making during the inter-war years in Europe (including the Spanish Civil War) and abroad, the Weimar Republic and the Rise of Hitler, the nazi years, causes of the Second World War, as well as its course and consequences. Students will in addition engage in an in-depth study of the unification and consolidation of Germany and Italy from 1815 to 1890 as well as of European diplomacy from 1870 to the First World War. When looking at the inter-war years, students will also do a study of Germany from 1919 onward with a focus on a comparative perspective with Italy during the same period. We will also briefly examine Mao's rise to power and the first 10 years of his rule as a contrast to European Single-Party States.

### History of Asia and Oceania

This HL level option is only available at Robert Bosch for non-German students. In addition to studying the standard World History topics (origins, development and impact of industrialization and authoritarian states, in this case Hitler's Germany and Mao's China), students choosing this course will be undertaking a detailed study of some aspects of the History of East Asia: China and Japan and the impact of early modernization and imperial decline in East Asia in the late 19th and early 20th century, Japan between 1900 and the early 1950's and the People's republic of China between 1949 and the early 1980's. This should give students an excellent grounding knowledge in the development of Chinese and Japanese States and Societies during a dramatic period of change for both of them.

### **Social and Cultural Anthropology**

This is the holistic and comparative study of human beings, cultures and their environments. From neighbours to faraway peoples, from train engineers to magic-wielding shamans, from guerrilla armies to Wall Street banks, any human activity and its context is of interest to social anthropologists. We will seek to analyse and understand why people and communities do the things they do, how they organize themselves and constitute meaning in rituals, practices and traditions. We will focus on social movements, shamanic healing, globalization and refugees, gift exchange, and marriage and kinship. Standard level students will complete an observation and critique exercise towards the end of the course. Higher Level students will be exposed to the history and theory of anthropology, and they will complete an elaborate research project based on fieldwork conducted in an area and topic of their choice.

### **Global Politics**

Global Politics is a relatively new interdisciplinary IB course that is still considered a part of Group 3. Mixing elements from Geography, Economics, Political and Moral Philosophy, History, Sociology and Psychology, it aims at providing students with the tools necessary to understand contemporary global political issues through 4 central themes (Sovereignty and Power, Human Rights, Development and Peace and Conflicts) using 12 key concepts such as globalization, interdependence, justice, etc.. The emphasis is on actual case studies. Both HL and SL students are expected to complete an Internal Assessment known as the engagement activity freely chosen, in which they would write a report on something they themselves were directly involved in related to an issue of political relevance. In addition, HL students would complete two case studies of their choice on specific themes (poverty, justice, etc.), resulting in two 10 minutes long presentations to be video recorded in their second year. SL students would not need to complete case studies. The only essential requirement for the course would be a real interest in contemporary international politics, and a willingness to engage both in and outside of class. The aim of the course is ultimately to make it possible for students to make sense of what often appear to be very complex political issues, through the straightforward structure of themes and concepts on which the course is built.

### **Environmental Systems and Societies**

Environmental Systems and Societies is a transdisciplinary subject for either Groups 3 or 4 offered at SL only. Its description is with the Group 4 subjects.



## Group 4: Experimental Sciences

The Experimental Sciences offered consist of Physics, Chemistry, Biology, and Environmental Systems and Societies (SL only, trans-disciplinary for Groups 3 and 4).

The science programs at UWC Robert Bosch College are all based on an experimental approach to learning in our well-equipped laboratories and in the local natural environment. The Experimental Sciences share a common syllabus structure: a required subject core, HL extensions, and an option. A strong element of each Experimental Science is that of practical work, part of which is the interdisciplinary 'Group 4' project, completed during the first year, which gives students an opportunity to experience the collaborative nature of scientific work. The practical work forms the basis of the internal Assessment.

While both HL and SL provide a strong background in each science, students should keep in mind that universities might require science courses to be taken at HL, depending on the program to which the student is applying.

### Biology

The emphasis in the biology course is on developing a broad understanding of the following concepts as they apply to living organisms: structure and function, universality versus diversity, equilibrium within systems, and evolution. The topics covered include: ecology, molecular biology and genetics, biochemical processes, plant science and human. There is no prerequisite for this course, although it is useful if you have some knowledge of chemistry.

*The most exciting phrase to hear in science, the one that heralds new discoveries, is not 'eureka!' (I found it!) but 'that's funny ...'*

*Attributed to Isaac Asimov*

### **Chemistry**

Chemistry is one of the branches of Natural Sciences and deals with the systematic study of all substances. Through hands-on experiments, topics like aqueous chemical reactions, energetics, atomic structure and periodic table, kinetics, equilibrium and organic chemistry will be covered during the course. Biochemistry will be offered as an option. Chemistry is offered on both Higher and Standard Level. Students in Chemistry Higher Level will explore some chemical concepts in more depth. Although no prior knowledge in chemistry is required, it will be beneficial for those who choose Higher Level.

### **Environmental Systems and Societies**

Environmental Systems and Societies is a transdisciplinary subject combining Groups 3 and 4, and as such, it combines the techniques and knowledge associated with the experimental sciences with those associated with the humanities. The course is offered at SL only. Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in a range of environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. The complexity of these interactions challenges those working towards understanding the actions required for effective guardianship of the planet and sustainable and equitable use of shared resources.

### **Physics**

This course offers an opportunity for you to explore many facets of physics through experimental enquiry and class discussion. Topics covered include classical mechanics, thermal physics, waves, electromagnetism, atomic and nuclear physics, energy, power and climate change, relativity and astrophysics. You will have an opportunity to use a variety of laboratory equipment. You do not need prior knowledge in physics at the Standard Level, however some background is beneficial at the Higher Level.

## Group 5: Mathematics

All candidates for a diploma are required to complete a Mathematics course, and two options are available to cater to different abilities and levels of student interest. Each course aims to deepen your understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language. You will be given a preliminary assessment during orientation week to help the department and you assess the best course choice for you.

There are two different DP subjects in mathematics, *Mathematics: Analysis and Approaches* and *Mathematics: Applications and Interpretation*. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

### **Mathematics: Analysis and Approaches**

The Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. This course is particular interest for students with an interest in sciences and mathematics.

### **Mathematics: Applications and Interpretation**

The Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. This course is particular interest for students with an interest in the social sciences.



## Group 6: The Arts

Group 6 subjects offer you an opportunity for exploration and creativity along with a deepened ability to critique and understand the historical, theoretical and social influences on an art from a variety of eras and cultures.

### Theatre

This is a largely project-based subject; through participation in our own productions and visits to outside productions, in workshops and class presentations, you will experience and analyse a diversity of theatre processes, productions and practices from different eras and cultures. The aim of the course is to extend your appreciation of and skill in a broad selection of the many functions and forms of theatre, so you may acquire an understanding of the art form. You do not need prior knowledge or experience in theatre to register for this course.

### Visual Art

The course has a focus in three areas. It is primarily a practical art-making course where techniques are taught, different materials are explored and your own body of artwork is created. During the course we also study art in its historical, cultural and social context and look into curatorial studies, in other words how to present your work. The course is open to both those students who have prior art training and those who don't. To be a successful student, you should be interested and enthusiastic about visual art and be prepared to work hard, take risks, and think critically.



More information can be found in the [IB DP subject briefs](#) and in the UWC RBC course description booklet.

consider the most sustainability issue in your country?  
ii) let students research the question for a minute or two  
iii) ask students to share their personal experiences and testimonials

#### Research:

- ask students to research the question for a minute or two
  - ask students to share their findings with the group
  - ask students to identify what did they learn from the research (and other) links below
- deforestation, biodiversity, CO<sub>2</sub> emissions, mortality etc.

Sharing Round: What are the biggest sustainability issues in your country?  
i) ask students to share their findings with the group  
ii) ask students to identify what did they learn from the research  
iii) chose the most interesting issue

## 2. Future Problems (30min)

Sharing Round: How will the world transform the environment and ways of living in the future?

- ask students to hypothesize how current trends they just identified will likely impact their region
- let students consider the connections between different natural systems (water cycle, ecosystems) and human systems (economy, politics)

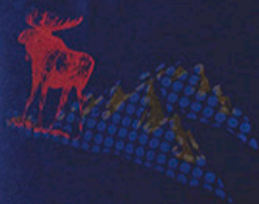
#### Research:

- ask students to open the links below
- research the questions 8-10
- factors: climate change, biodiversity, sea level rise etc.

Sharing Round: What has and has not changed in the future?

- ask students to share their research with the group
- ask them to identify what did they learn from the research

## 3. Future Solutions (10min)





## Academic Matters

### Attendance And Full Engagement In Your Academic Program

Value	Sub-categories	Meets Expectations (Excellent, Very Good)	Almost meets Expectations (Good, Satisfactory)	Does Not Meet Expectations
Personal responsibility and integrity  Organization	Attendance		<u>Academics:</u> Not more than 2 unjustified absences per grading period* <u>CAS:</u> not more than 1 unjustified or 2 pre-arranged absences per term**	<u>Academics:</u> 3 or more unjustified absences or more in grading period <u>CAS:</u> 2 or more unjustified absences
	Goes to Class Punctuality	Never avoidably late to class / activity	Avoidably late on 1 occasion	Avoidably late more than once
	Class Preparation	Contributes to a successful learning of others and a prompt start to class / activity	Is able to engage in work from the start and throughout the class/ activity	Delays the start of the class/ activity or is unable to work with others
	Submits Work Punctuality	Submits all set work by submission date	Regularly submits work on time	Often fails to submit work on time
Action and personal example	Contribution to own learning	Always works positively in class / activity and with homework	Generally, works well on task	Often distracted and fails to work on task
Participation	Contribution to others learning	Positively engages others in class/ activity	Passively supports others in class/ activity	Distracts or deters others in class/ activity
Response to Personal challenge Perseverance		Independently responds to challenges before they become issues	With guidance adopts a constructive approach to issues	Responds to challenges and issues dismissively or negatively

Meeting deadlines is not only an academic expectation. It is vital to manage the at times stressful academic programme that students follow and ensures overall success.

While there may be extenuating circumstances in which a student may miss a deadline, proactive communication in advance is vital in order to prevent that a missed deadline affects other assignments or non-academic engagement.

- Students are asked to request deadline extensions 24 hours in advance of the deadline in an email to their subject teacher, copying their PT, with a short explanation why they cannot meet the deadline and a proposed new deadline.
- Extenuating circumstances such as bereavement, accidents, hospitalization, significant technology failures can be considered may be considered at shorter notice and a commonly requested through the PT or DOS.
- Late assignments submitted within 48 hours of a deadline may receive limited feedback at the discretion of a subject teacher.
- Assignments submitted after that 48-hour grace period will receive a 0 and affect the Achieved Grade for the term.

## **Attendance And Full Engagement In Your Academic Program**

A condition of accepting a place at UWC Robert Bosch College is that students fully participate in all aspects of College life. Absences are recorded on student reports. It is expected that all assignments are completed to the best of a student's ability and by the set deadline.

On the occasion that you have to miss a class, you will need to fill out an academic absence form which can be collected from outside the DoS | DoSL's office and have a conversation with your teachers to ensure you are aware what materials will be covered in that respective class. The filled and signed form needs to be returned to the DoS at least 24 hours in advance of the planned absence.

If a student misses more than the equivalent of three days of classes in a two-month period or the equivalent of five days or more of classes in a semester for illness, appointments and consultations, personal days or without permission (the only exception being for official College representational work or official coursework / CAS outings), the students will meet with the Director of Studies and the Personal Tutor. Parents and National Committees will be notified.

If the student remains outstanding for two or more major academic and / or IB deadlines (including internal step-by-step deadlines for the EE), the student will meet with the Director of Studies, the subject teacher and the Personal Tutor. Parents and National Committees will be notified.

## **Academic Honesty**

The College recognizes the importance of intellectual property. As such, it is a serious offence to cheat, collude or plagiarize, and doing so will result in disciplinary action and the possible loss of the IB Diploma.

Students are expected to maintain academic honesty at all times, including on homework, Internal Assessments, and IB examinations. This means that all intellectual property must be properly credited and not falsely claimed as the student's own work. Failure to do so constitutes plagiarism. Furthermore, any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, etc.) also constitutes academic malpractice and may result in the student being asked to leave the College.



For more information, please see the [College's Academic Honesty Policy](#).

## Academic Supplies



### Stationery

Students are responsible for their own pens, pencils, notebooks, binders, paper and so on. Rulers are necessary for mathematics, the sciences, and economics. At the beginning of each academic year we offer a bazaar with all the stationary items left behind by the previous student generation for reuse by you. There will be lots of good material available for you for free, so please only bring along a small amount!

### Textbooks

Core textbooks are loaned to students free of charge in all subjects. However, charges for unreturned or damaged books will be deducted from students' caution money. Many supplemental textbooks are available for reference in the school library.

### Calculators

Graphic display calculators are required for students throughout the mathematics and sciences courses and for the final IB examinations. The most appropriate models are the Texas instruments Ti-83+ or Ti-84+. All students will be loaned a calculator for the two years they study at UWC Robert Bosch College.



### Dictionaries

Students should bring dictionaries that translate bi-directionally between their native language and English. Only a simple paper translating dictionary is permitted in non-language IB examinations. Students should keep in mind that electronic dictionaries or dictionaries with pictures or electronic devices are not allowed in IB examinations, though they may be helpful for students during the two years.

### Information Technology

All students are required to sign an “Information Technology Acceptable Use Agreement”. Violation of this agreement will result in the loss of access to information technology resources.

### Technology In The Classroom

Students can use technological devices in classrooms at the discretion of the teacher. Using a technology device for social communication, etc. during a lesson is not only distracting; it is also discourteous and potentially dishonest. There is no need to have laptops, smart phones etc. in the Auditorium during Assemblies, Global Affairs, presentations, etc. Their use during these events is not permitted.

*“Experience is not what happens to you; it’s what you do with what happens to you.”*

*(Aldous Huxley)*





## Learning Through Creativity, Activity And Service (CAS)

CAS is a process of experiential learning throughout which you learn by doing and reflecting upon what you have done. It is a journey of discovery that will enhance your personal and interpersonal development.<sup>2</sup> Being self-organized, curious and ready to challenge yourself are important requirements for CAS. Currently, the College offers 70 activities, most of them initiated and organized by students. In the service sector, we currently have 40 projects running, about 25 of them in cooperation with Freiburg institutions and organizations.

### *What does CAS stand for?*

*CAS is organized around the three strands of CREATIVITY, ACTIVITY and SERVICE, defined as follows:*

**Creativity:** Exploring and extending ideas leading to an original or interpretive product or performance.

**Activity:** Physical exertion contributing to a healthy lifestyle.

**Service:** Collaborative and reciprocal engagement with the community in response to an authentic need.

Students at RBC are responsible to plan and fulfil a balanced program, including a regular commitment to all three elements over a period of 18 months.

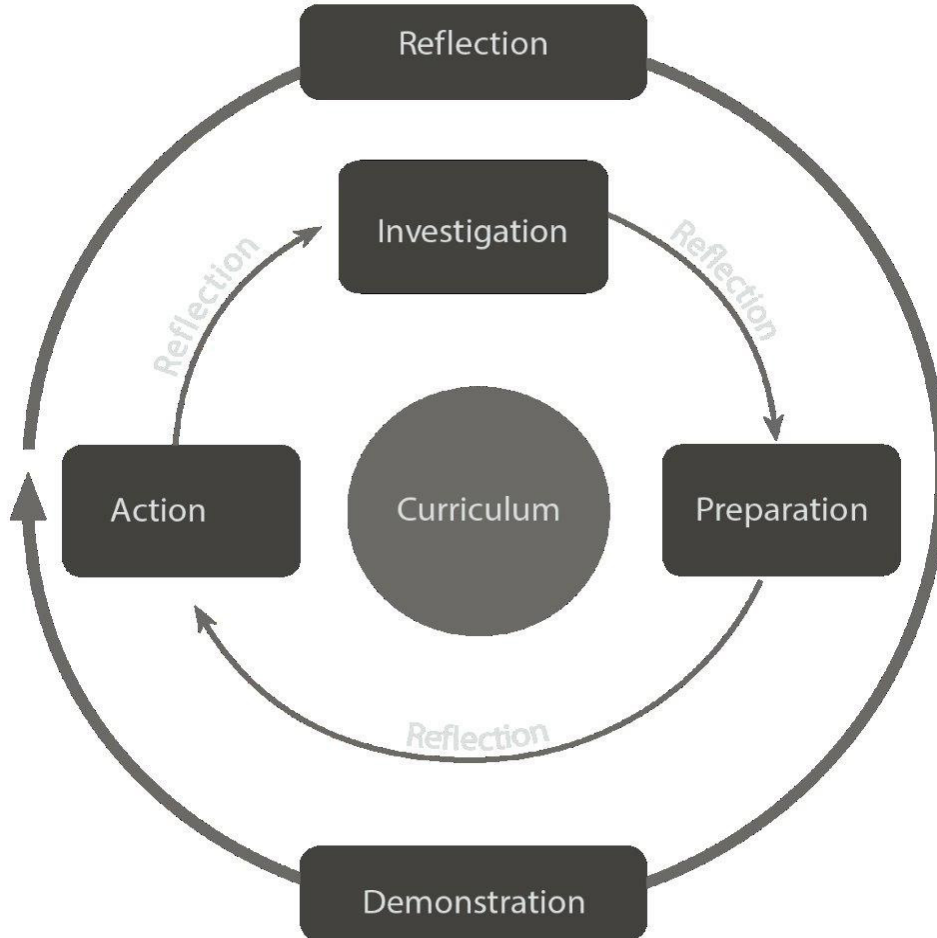
### **Non-academic learning can be:**

- › A chance for personal development
- › An opportunity to learn new skills
- › A chance to take action and making difference
- › A chance to improve your language skills
- › A chance to meet and interact with different cultures
- › A chance to work in a team and to solve problem

<sup>2</sup> CAS for the IB Diploma. An essential guide for students; John Cannings et. al.

### How To Do CAS: The 5 Stages Model <sup>3</sup>

*At UWC Robert Bosch College, students can choose and create their own program, they can develop their own projects from scratch by planning, enacting and reflecting on them throughout the process. The five stages model is a helpful tool for a successful project planning and should be used as a framework.*



<sup>3</sup> Creativity, activity and service guide - for students graduating in 2017 and after (IB Diploma Program)

## **Reflection**

Reflection is what transforms life experiences into true learning. When you reflect on your experiences, you can think and express your thoughts and feelings in different forms. A theatre piece, a poem or a piece of art could be a form of reflection. It is important that you can show the relationship between your current experience and other things that happen in your life.

## **Your CAS Portfolio**

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their non-academic engagement. The portfolio is used to plan your non-academic program, reflect on your experiences and record evidence of involvement. You can be creative and include photographs, visual and audio recordings, planning documents, meeting minutes, posters, files, programs of events or performances, art, music, etc.

As a collection of evidence, the portfolio provides you with the opportunity to summarize and celebrate your achievements and show how you have met the seven IB learning outcomes.

## **The CAS Project**

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. Students must undertake at least one CAS PROJECT with a minimum duration of a month during their CAS program. The CAS project must be documented in a separate section in the portfolio, using the 5 Stages Model.

## **CAS projects at UWC Robert Bosch College could be:**

- Being an activity leader
- Organizing a project week
- Organizing a Special Focus Day (the whole event, not only a workshop)
- Organizing a school event
- Leading a fitness
- Organizing & facilitating a short course





### Students Responsibilities

- Base your choices on your interests, skills, talents and areas for growth to stay motivated.
- Challenge yourself!
- Balance your experiences between creativity, activity and service. The requirements are an ongoing weekly service for two semesters, one long-term activity each term and a weekly physical activity.
- Use the CAS stages model as much as possible, when considering, planning and undertaking your CAS experiences.
- Initiate or engage in at least one CAS project in collaboration with others that extends over at least one month.
- Participate in meaningful reflection as a way to capture your experiences and summarize your evidence linked to the learning outcomes in your portfolio and W4.
- Ask questions along the way when you need assistance or clarification – you can contact your Personal Tutor or your CAS Coordinator.
- Most important: Enjoy self-organized learning out of the classroom and participate in activities that assist your personal growth and offer you a world of possibilities!

*„In the midst of the constant hurry which comes with school work, social life, extra projects, family etc. I have learned that in order to manage all the things I need to do and want to do, while still being able to enjoy it and learn from experiences and my peers, taking care of myself is crucial. Yoga for me has been a space where I could slow down for an hour or two and focus on only the now and giving myself time to breathe.”* (RBC student participating in Yoga | 2017-19)

If you have further questions, please contact **Tina Patzelt**, CAS Coordinator



via email: [tina.patzelt@uwcrobertboschcollege.de](mailto:tina.patzelt@uwcrobertboschcollege.de)  
or by telephone at **+49 (0) 761/708 396 02**







## Project Week

Once per term, UWC Robert Bosch College supports students in designing, planning and carrying out off-campus projects for a week. Students are challenged to come up with meaningful projects that respect certain limits regarding distance, safety, cost and environmental impact. Project Week is a way of promoting the ideals and mission of the UWC movement hands-on. These projects allow you to exercise your leadership skills in the areas of humanitarian service, creative expression and physical challenge. Within the four Project Weeks that a student will undertake, at least one must be regional and at least one classified as an Outdoor Challenge. All projects should contain clear objectives, an element of challenge, clear learning outcomes and at least one element of CAS. Students cover the cost of their project weeks with €350 (the cost of two projects) per annum, unless otherwise indicated in the scholarship agreement.



Projects can be done independently, in the Freiburg area or further afield, by partnering with community organizations with whom we have established ties, or by forming new ones. The spending restriction for Project Week indicates the community's desire to incur only modest costs (in terms of money and environmental footprint) during this period. Project Week is not an opportunity to fly to another part of the world – there is much to be explored in this region of Europe, which is accessible on foot, by bike, bus or train.

## Outdoor Program

UWC Robert Bosch College offers an outdoor program, run by outdoor educators and experienced staff members. Camping, hiking, canoeing, mountain biking, and cross-country skiing are just a few activities students will have the chance to experience. How to read a map? How to use outdoor equipment? How to plan a multi-day trip? These are skills we acquire outside of the classroom. Outdoor adventures are awaiting you around the corner to balance out your academic life. To us, it is not only important to get your outdoor skills in shape but to provide opportunities for your personal growth. Throughout all seasons we are challenging you to step out of your comfort zone. We believe that experiential education is key to reflect on community processes and to open new perspectives. We are lucky to call the Black Forest our playground!

## Additional Opportunities To Learn

### Global Affairs

In this series of talks, invited speakers present on, and discuss with the College community, issues of worldwide importance (and local relevance) in sessions held fortnightly (typically Wednesday afternoons in term). Individual topics vary but generally concern sustainability, peace and conflict, interfaith or inequality. Further reading is suggested. Depending on the speaker and topic, some sessions are public events. Students help organize the sessions and at times also propose or lead sessions themselves. Regardless, all students are required to attend Global Affairs.

### Special Focus Days

Special Focus Days on particular themes are often scheduled for an entire school day or on particular weekends. Lectures are given by guest speakers along with workshops and discussions in smaller groups. Topics may include conflict resolution, globalization, inequality and social justice; interfaith dialogue; Model United Nations; politics; sustainability.



### **Seasonal Festivals**

Each year the College celebrates four festivals, each in keeping with the turn of the seasons. Harvest, Winter, Fasnacht (Carnival) and Spring will be marked by collective events, each uniquely produced by the interaction of local and international traditions. Students and staff create the festivals themselves by organizing events that bring together rituals, practices and foods from their own countries and cultural traditions. Our Seasonal festivals are what we make of them! They are an opportunity to mark both local traditions and the incredible diversity of cultural practices that we have here at UWC Robert Bosch College.

## **Student Initiative**

Student initiative is highly valued as an opportunity for students to put UWC ideals into practice. Regular student-led initiatives include Project Weeks, workshops and performances, social events, House activities, etc. Many other student-led initiatives and projects take place both inside and outside the College and we encourage students to imagine and act.

### **How To Arrange An Event**

During your time at UWC Robert Bosch College, you are encouraged to take initiative in creating and maintaining a learning community. From time to time you may wish to organize events, involving outside speakers and parties. Organizing events like this can be hard work but, more importantly, very rewarding. It is important that you are fully aware of the responsibility that you are taking on and that you are prepared to follow through with all the details that will make your event a success. This includes being responsible for all College equipment used, being responsible for enforcing College rules, and ensuring that your event does not negatively impact other members of the community. Before organizing any of these types of events please talk to the Director of Student Life to ensure that your event does not conflict with any other College events. The Director of Student Life can assist you with your plans and ensure you are prepared to follow through with the responsibility you have taken on.

## Safeguarding

UWC Robert Bosch College is committed to protecting the health, safety and welfare of every child and young adult entrusted to us. Therefore, the College has established policies and practices for the welfare and protection of children, which are compliant with international, national and local laws and consistent with our mission and values as an institution and a community. We are committed to ensuring that all members of our community are aware of and held accountable to high standards of care, respect, integrity and trust, and that they all understand their obligation to protect the welfare of children and report any suspicion or knowledge of child endangerment.

### The key safeguarding personnel within the College are:

*The Designated Safeguarding Lead (DSL) - **Helen White**, Deputy Rektor / Director of Student Life.  
The Deputy DSL is **Laurence Nodder**, Rektor.*

✉ Contact via email: [safeguarding@uwcrobertboschcollege.de](mailto:safeguarding@uwcrobertboschcollege.de)  
or by telephone at **+49 (0)761/708 395 55**

⚠ *E-Mails sent to the email adress above will be forwarded automatically to both,  
[Helen White](#) and [Laurence Nodder](#).*

The Board Member for Child Protection at the College is Christof Bosch,  
Chairman of UWC Robert Bosch College.







## Learning To Live Responsibly

To ensure that UWC Robert Bosch College is a safe, secure, healthy and respectful place for everyone and to follow the rules of law in Germany, all members of the community are required to abide by the following policies both in spirit and in action at all times. The descriptions that follow are summaries of the policies and are in concert with the UWC - Common Code of Conduct. You will find full details on these [policies](#) on the College website.



*Please note that breaches of these rules may result in your dismissal from the College.*

## UWC Common Code Of Conduct<sup>4</sup>

**Your educational experience at UWC Robert Bosch College will include a wide range of learning opportunities. Among these will be your participation in a residential village, in an academic programme, in a variety of regularly scheduled activities, in service, and in formal and informal exchanges about international issues and sustainability.**

Pursuing the UWC mission – to make education a force to unite people, nations, and cultures for peace and a sustainable future – requires a commitment to the following values: international and intercultural understanding, celebration of difference, personal responsibility and integrity, mutual responsibility and respect, compassion and service, respect for the environment, a sense of idealism, personal challenge, action and personal example.

At the heart of the UWC ethos is respect for others in all our actions and words. This means that we must think about the common good and be able to rise above our individual desires and needs. In short, our ideals require good heartedness from all members of the UWC community and a recognition that cultural norms are diverse. The common code of conduct is required to make expectations clear.

<sup>4</sup> *Approved by the UWC International Board of Directors, 17 October 2010*



**Students who accept a place at a UWC school or college commit to the pursuit of a healthy lifestyle, one that avoids potential harm to self and to others. The following are not tolerated:**

- › Illicit drugs
- › Tobacco
- › Alcohol on school property and school sponsored activities
- › Sexual activity in any public area, including student rooms
- › Hazing, bullying or harassment
- › Assault
- › Stealing or 'borrowing without permission'

**Additionally, each college will have clear expectations regarding:**

- › Attendance (at all classes and activities)
- › Academic integrity
- › Respect for curfew and / or quiet time
- › Alcohol 'off-campus'

Individual UWC schools and colleges may have additional standards on these issues that reflect the laws and cultural norms of the country in which they are located. The expectation is that the UWC common code of conduct will be followed both in action and in spirit. Those who breach the code will lose the right to remain in their UWC school or college.

*All aspects of life at the College have been guided by a simple principle: consideration for others.*

## UWC Robert Bosch College Common Code Of Conduct

All students at the College are selected on the basis of their potential to live up to the idealism of the UWC movement mission and values. There are many deserving applicants for whom there is no place available. Students should consider it their responsibility to make the most of the opportunity that they have been given.

UWC Robert Bosch College assumes that all students are aged 16 – 18. Thus, students enrolling in the College must agree to live under rules devised for this age group as defined by the Baden-Württemberg Jugendschutzgesetz (Youth Protection Law).

### Attendance And Full Engagement

A condition of accepting a place at RBC is that students participate in all aspects of College life including classes, services, activities, Tutorial and Residence Meetings, Assemblies, Global Affairs sessions, special conferences and all other activities considered integral to the College. Absences are recorded on student reports. It is required that assignments are completed to the best of your ability and by the set deadlines. Students who are not fully and positively engaged in the life of the College and the active pursuit of the UWC mission and values may lose their scholarship and be required to leave the College or to not have their scholarship renewed for a second year.

Promotion into the second year of College is not automatic. It is dependent upon satisfactory effort and performance in all aspects of College life and upon clear commitment to UWC principles and ideals.

### **Quiet Time / Check-In / Curfew**

Quiet time is at 22:00 as per the German Law on Nachtruhe, with an understanding that any behaviour will have no noise impact on neighbours. Guests will not be allowed in students' rooms after this time until breakfast the following morning. Check-In happens every single evening via a face-to-face meeting with a member of staff prior to curfew. Curfew (when students are required to be in their own residence) is at 23:00 on school nights, 00:00 Fridays / Saturdays. At weekends, students are allowed to visit the dayrooms of other residences after curfew but are not permitted to leave the Student Village.

### **Check-In**

Students will be checked in at curfew by a member of staff.

### **Alcohol**

The consumption of alcohol is strictly prohibited on campus. Off campus, in line with the Baden-Württemberg Jugendschutzgesetz, students are not allowed to drink hard alcohol. However, students are permitted the privilege of consuming beer and wine in moderation in bars and restaurants. Consumption of any other alcoholic drink, the purchase of any alcohol in shops, and drinking alcohol outside of licensed establishments (including residences) is strictly forbidden. At the Rektor's discretion, alcohol may be served at formal events, at which stage soft drinks will also be provided.

### **Drugs**

The possession, use, or tracking of any narcotic or illegal drug (e.g. marijuana, hashish, cocaine, heroin, etc.) is a criminal offence in Germany. Any student involved with illegal drugs in any way will be dismissed immediately from the College.

### **Smoking**

In line with the Common Code of Conduct, smoking / e-cigarettes / vaping are not allowed. If a student is found smoking, the student's parents / guardians and National Committee will be informed.



**Use Of Cars / Motorbikes**

Students are not permitted to have cars / motorbikes for reasons of liability, safety, sustainability and equality. However, should a student wish to learn to drive / take their drivers licence examination during their time in the College, this is possible as long as it does not conflict with any College expectations.

**Violence, Theft, Anti-Social Behaviour And Wilfully Endangering Others**

Students who use physical force towards others, who become involved in theft, hazing, other anti-social behaviour, or who act wilfully in a way that endangers the health and safety of another, may be sent home. Behaviour that threatens, ridicules or humiliates another person will not be tolerated – even if the target of the behaviour says it is “okay” to do so.

**Harrassment**

The College will not tolerate any form of harassment and has a strong policy to prevent it. A well-defined procedure for addressing any concerns will be provided to you upon arrival.

**Affirmative Consent**

It is the moral responsibility of each person involved in any form of sexual activity to ensure that they have the affirmative consent of the other to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.



### **Alumni Visiting Protocol**

Every year, around 100 graduates leave UWC Robert Bosch College, joining the wider UWC Alumni Community. We're happy to have alumni back on campus for visits! As our Rektor Laurence has often reminded the community of: Third-years are welcome back to campus, but not before Open Day (the third weekend in September), in order to give the new community a chance to develop and form itself.

We ask alumni to register with the College prior to their arrival, providing us with the arrival and departure times & dates and whom they are staying with in case they would like to visit campus. Alumni are invited to have food in our Mensa and can purchase meal tickets from staff at reception or (if at weekends) from the HTs on duty.

We try to introduce alumni to the community in assemblies or via emails – don't be shy to approach them and ask them about their own time at RBC. After all, you have shared a home!

### **Rules For Alumni On Campus**

The College community is a delicate system that only works when rules are followed. Alumni come back with a new role that includes a different rule-set. However, for the time they are staying on campus, we ask them to be mindful of RBC's Common Code of Conduct and respect Quiet Time and Curfew as well as our expectations around alcohol and drugs. Alumni should only enter student houses with the permission of those living there.

# Expectations And Consequences

UWC Value

Minor Disappointment

*Discussed with Personal Tutor or House Parent*

International and Intercultural Understanding /  
Celebration of Difference

Personal Responsibility

- Missing significant work deadlines
- Reported poor punctuality
- Residence room unhygienic
- Breaking Common Code Of Conduct *other than theft or bullying and assault*

Personal Integrity

- First instance of academic dishonesty on internal work

Compassion and Service

- Reported instances of lack of consideration towards others
- Non-attendance of service



Respect for the Environment

- Reported wasteful, extravagant, or destructive behaviour

Action and Personal example

- Sets a bad example to other students through actions

*The table illustrates examples of incidents that could result in disciplinary responses by the College; it is not an exclusive list.*

**Moderately serious failure to live up to values***Letter of concern from DOS or DOSL*

- Intolerance
- Harassment
- Intimidation
- Bullying / Hazing

- Repeated minor instances as noted before

- Verbal or written dishonest accounts of events
- First instance of minor Academic dishonesty on IB coursework
- Unwelcome borrowing

- Repeated minor instances

- Repeated instances as before

- Repeatedly sets a bad example to other students or acts in such a way as to bring the College reputation into disrepute

**Serious failure to live up to values***Rektor's Letter of concern, Rektor's warning, suspension or expulsion*

- Repeat of moderately serious instance before
- Single serious instance such as assault

- Sustained minor instances
- Serious single instance of personal risk

- Repeat of moderately serious instances
- Theft
- Major instance of deliberate academic dishonesty

- Sustains minor instances

- Sustained wasteful, extravagant, or destructive behaviour

- Continues internal bad examples or repeats bringing College into disrepute



### Process for Disciplinary Hearings

If a student is alleged to be in breach of the Code of Conduct in a way that if found guilty might lead to their suspension or expulsion, a Disciplinary Hearing is established. The Rektor chairs the Hearing and is responsible for the decision. The Rektor is assisted by the Deputy Rektor who also is the Director of Student Life. The RBC Board requires that this goes through distinct phases and involves several nights for the Rektor's reflection. An accused student is given around 24 hours' notice of the allegations and their rights, and is advised to contact their parents or guardians. Generally, their NC is informed at this stage, with the student's knowledge. They are allowed to bring a fellow student for support and their Personal Tutor (or in their absence, an acceptable alternative member of staff) attends the Hearing in their support. They are allowed to call witnesses, and to ask questions of all witnesses. Once that process is completed, the Rektor reaches a finding of not guilty or not proven or guilty. If found guilty, the student is afforded around 24 hours to bring forward any information "in mitigation". Evidence in mitigation can also be forwarded by the parents / guardians or NC. During this time, the Rektor consults the Chairman of the RBC Board if they are available, and if not the Deputy Chairman or a senior person at UWCIO, outlining emerging thinking around the sanction.

If a person is expelled (or disinvented from returning for their 2nd year), they and their parents / guardians and their NC are given the opportunity to submit an appeal through the Rektor for a change in the finding of guilt or for a change in the sanction, in writing to an Appeal Committee of three senior Members which is a subcommittee of the RBC Board. A reasonable time limit is given during which an appeal might be submitted. The Appeal Committee does not consult the Chairman of the Board in reaching its decision because the Chairman already has been consulted by the Rektor. The finding of the Appeal Committee is communicated back to the expelled student through the Rektor.





## Travel To UWC Robert Bosch College

### Passports and Visa for international Students

- › Check that your passport is up-to-date and will not expire within the next two years. If necessary and possible, obtain a new passport.
- › Apply for a national visa (Type d) for students. To do this, you will need to contact the closest German Embassy or Consulate.
- › All certified College letters, medical insurance certificate and declaration form are needed for your application.
- › Check that you have all appropriate visas for the countries you must travel through.

### Passports for German Students

- › You are encouraged to come to UWC Robert Bosch College with a valid passport or ID for travels to Switzerland and France.

### Organizing your Arrival

If your family or your National Committee is funding your travel, make your reservations. You must arrive in Germany on Saturday, August 22nd, 2020. Inform the College of the date and time of your arrival by returning the enclosed form. The College will make flight arrangements in those cases in which it is funding the annual ticket.



The College encourages the use of more environmentally friendly transport options wherever possible, e.g. going by bus or train instead of flying. In the past, we even had students arriving by bike or travelling overland, without flying, from Indonesia! Note the dates below for the beginning and end of the school year. It might be easier to make reservations now if you plan to travel home. You will not be permitted to leave the College early and you will be expected to return on the published date.





During winter holidays, while some students return home many have the opportunity to stay with German host families.

It is important to make reservations for your airline or train tickets as soon as possible.

*If you have any questions or require assistance, please contact **Hubertus Zander**, Admissions Officer*



via email: [admissions@uwcrobertboschcollege.de](mailto:admissions@uwcrobertboschcollege.de)  
or by telephone at **+49 (0) 761/708 396 20**

## Important Dates

- Arrival August 26th, 2021

Incoming flights to Frankfurt will be met on the airport on that date.

Likewise students arriving in Freiburg by train or bus at that date will be met if needed.

- Departure for Winter Holidays on Saturday, December 18th, 2021

(Students may leave the campus on Friday after 18:30 but will miss the final dinner.)

- Return from Winter Holidays on January 9th, 2022 before the 19:00pm house meetings. Classes

resumes on January 10.

- Graduation Weekend May 21nd / 22nd, 2022

- Second year departure May 23rd, 2022

- First year departure on Saturday, June 11th, 2022.

(Students may leave the campus on Friday after 18:30 but will miss the final dinner.)



## Important Note

Please make arrangements for travel well in advance.

Under no circumstances can absence from the College be justified on the basis of travel convenience or cost!



## Caution Money

All students must pay a €300 deposit at the beginning of their first year as caution money. If you are making your payment from a bank account outside of Germany, you may send your payment to UWC Robert Bosch College via international wire transfer. Please note that it can take several weeks for a wire transfer to be received.

### Wire Transfer Instructions

Provide the UWC Robert Bosch College bank information to your bank:

**Robert Bosch College UWC GmbH**  
**Sparkasse Freiburg Nördlicher Breisgau**  
**BIC:/SWIFT: FRSPDE66XXX**  
**IBAN: DE68 6805 0101 0013 4050 94**

*Ensure that your bank uses your name in the reference field for the wire transfer.*



Send a scanned copy of your payment receipt to [viola.bartsch@uwcrobertboschcollege.de](mailto:viola.bartsch@uwcrobertboschcollege.de) to ensure that we are made aware of your payment. Failure to do so will mean it will take longer for your payment to be identified. You are responsible for ensuring that the payment arrives before the payment deadline.



## Spending Money

Socioeconomic diversity is one of many aspects of diversity at UWC Robert Bosch College. Some students come from financially wealthy families while others have limited or no financial resources. While we know financial extremes exist, we wish to minimize impact on student life.

Each year well over one-quarter of our students come to the College with little or no money at all. To serve these students, and to make sure they can enjoy the full UWC Robert Bosch College experience, fundraising includes campaigns to raise money to provide airfare, pocket money and health insurance for these students.

For those who qualify, we provide €50 per month spending money for incidental things. With this in mind, we ask that all students strive to stay frugal in their own budgeting and not bring much more than this on a monthly basis. For some, this is living with what Kurt Hahn called, "reasonable self-denial." There is plenty of inequality in the world and we do not wish to emphasize it at the College. We also ask that you act in such a way that you are mindful of these differences and that an excessive display of wealth does not happen.

The pocket money for international students will be paid to them in cash at the beginning of each month that the school is in session.

## German Bureaucracy

On arrival in Germany you will begin to encounter German bureaucracy. This means that you may well receive important letters / documents in German. In the event that you receive any such letters, you must take the letter to the student secretary who will be able to advise you as to what to do.



## What To Pack

### General Packing Tips

- Don't be a packing procrastinator. Start packing gradually now to avoid last minute stress before your flight.
- Pack your bags and then take out half of the stuff you packed. You will be surprised that you can live very comfortably with very little.
- If you can't carry everything you have packed up and down a flight of stairs by yourself, then you know you are taking too much.
- We are trying to minimize waste here at RBC and are trying to promote the three Rs (reduce, reuse, recycle) as much as possible. So, if you do end up needing some extra stuff while you are here, you can always make use of our Chic Boutique (College second hand store) where you'll find anything from winter coats to umbrellas & shoes, stationary and toiletries – all for free. So check out what we have here and don't bring too much.
- Don't forget a small piece of luggage / backpack that you can take on weekend trips. You will need this for Project Week and it will make personal travel much easier!
- Leave expensive / valuable items at home. If you don't want to lose it, don't bring it.
- Clearly identify ALL luggage inside and out with your name and destination.
- If you fly, check airline regulations for weight, size and number of bags. If you cannot carry or roll your luggage yourself, you are bringing too much.
- Keep a copy of your passport and all important documents in a different place than your actual passport.



*For more packing tips, check for example:*

<http://thestudyabroadblog.com/study-abroad-packing-list-2-2>

## Clothing

Pack less than you think you need, and choose clothing that is comfortable and can mix-and-match. Remember too – dark clothes don't show dirt as much as light clothes.

- ☐ 1 warm coat / winter jacket
- ☐ Lightweight, rainproof jacket
- ☐ Scarf / gloves
- ☐ 1-2 semi-dressy outfits for special events (suit / dress)
- ☐ 10 tops (mixture of t-shirts, sweaters, hoodies, blouses, shirts)
- ☐ 2 pairs of jeans
- ☐ 2 pairs comfortable pants / trousers
- ☐ 1 belt
- ☐ 10 pairs of socks and underwear
- ☐ Umbrella (small compactable)
- ☐ Bathing suit
- ☐ Sunglasses
- ☐ If you have: hiking boots, trekking rucksack



### Shoes

*Limit the shoes!*

- ☐ 1 pair of dress shoes
- ☐ 2 comfortable pairs of closed shoes
- ☐ 1 pair sturdy shoes for hiking and other outdoor activities

In addition, you may need clothes suitable to the climate, such as rain gear and warm sweaters / sweatshirts, and buy personal items for some activities.

However, our school now has a growing selection of free used, second-hand outdoor clothing available in our Chique Boutique for you to choose from, so you might want to wait until you have had a look at these before you buy anything.

The College will provide you with bedding and towels.

### Bike



Feel free to bring your bike, though be aware that you cannot (due to safety regulations) store it in the House but instead must use one of the cycle racks available on campus.

### Electrical Goods

All electrical equipment must be reported to your House Tutor on arrival and must not be used until it has been checked. Generally, electrical goods without the CE / TÜV certification will not be permitted under German law.



## A Connected Movement

The global UWC network consists of 60,000 alumni worldwide, 160 national committees, 18 schools and colleges and the head organization UWC International. As a movement, we are encouraged to raise awareness for the UWC values and inspire others with our story – all this is part of our mission to create a more peaceful world.

While at RBC and beyond, we invite you to share your stories or experiences with us! The College sends a newsletter four times a year and runs several accounts on social media, partly together with you, the student body. This does not only help us spread the idea of UWC, it also is a way to inform parents, guardians as well as the donors that keep the UWC system running.



**Connect with us via the following official channels:**



Facebook



UWC Hub



Instagram



YouTube



LinkedIn



Twitter



Website



*Please note that adults on campus are not allowed to “friend” students individually on social media platforms until after they graduate.*





# Credits

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